


BLOOMSBURG

STATE NORMAL SCHOOL



1925

BLOOMSBURG, PENNA.



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The Approach to the Normal

BLOOMSBURG STATE NORMAL SCHOOL

QUARTERLY

CATALOG NUMBER

1925-1926

BLOOMSBURG, PENNSYLVANIA

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CALENDAR

1925-1926

First Semester

Registration	- - - - -	Monday, September 14
Classes begin	- - - - -	Tuesday, 8 A. M., September 15
Dr. Edwin E. Slosson—"Science Remaking the World"		Friday, 8:15 P. M., October 23
Cecil Arden	- - - - -	Friday, 8:15 P. M., November 13
Thanksgiving Recess begins		Saturday, 12 M., November 21
Thanksgiving Recess ends		Tuesday, 8:00 A. M., December 1
Letz Quartet	- - - - -	Friday, 8:15 P. M., December 11
Dr. Edward T. Devine—"Social Forces, Old and New"		Friday, 8:15 P. M., December 18
Christmas Recess begins	- - - - -	Wednesday, 12 M., December 23
Christmas Recess ends	- - - - -	Tuesday, 8:00 A. M., January 5
John Barclay	- - - - -	Friday, 8:15 P. M., January 15
Dr. Carl VanDoren—"Cycles of Conduct"		Friday, 8:15 P. M., January 29
First Semester ends	- - - - -	Tuesday, 4:20 P. M., February 2

Second Semester

Classes begin	- - - - -	Wednesday, 8:00 A. M., February 3
Kathryn Meisle	- - - - -	Friday, 8:15 P. M., February 12
Ada Ward—"You Americans"		Friday, 8:15 P. M., February 19
Elly Ney	- - - - -	Friday, 8:15 P. M., March 5
Whiting Williams—"The Labor Problem"		Friday, 8:15 P. M., March 12
Albert Spalding	- - - - -	Friday, 8:15 P. M., March 26
Easter Recess begins	- - - - -	Wednesday, 12 M., March 31
Easter Recess ends	- - - - -	Wednesday, 8:00 A. M., April 7
Sermon to Graduating Class		Sunday, 2:30 P. M., May 30
Second Semester ends	- - - - -	Thursday, 4:20 P. M., June 3
Commencement	- - - - -	Friday, 10:00 A. M., June 4
Alumni Day	- - - - -	Saturday, June 5
Summer Session begins	- - - - -	Monday, 8:00 A. M., June 21
Summer Session ends	- - - - -	Saturday, August 21

BOARD OF TRUSTEES

R. E. MILLER	-	-	-	-	-	-	-	Bloomsburg
MRS. J. G. HARMAN	-	-	-	-	-	-	-	Bloomsburg
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Grounds and Buildings

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D. L. GLOVER PAUL E. WIRT MRS. J. G. HARMAN

Finance

M. G. YOUNGMAN D. L. GLOVER R. E. MILLER



Gymnasium

Dormitories

Training School

Memorial Boulder

Institute Hall

THE FACULTY

1925-1926

G. C. L. RIEMER, PH.D.	- - - - -	Principal
W. B. SUTLIFF, A.M.	- - - - -	Dean of Instruction
EARL N. RHODES, A.M.	- - - - -	Director of Teacher Training
CLAIRE M. CONWAY, A.M.	- - - - -	Dean of Women
LILLIAN EDMUNDS, A.B.	- - - - -	Assistant Dean of Women
GEORGE J. KELLER, B.S.	- - - - -	Dean of Men
C. M. HAUSKNECHT, PD.B.	- - - - -	Business Manager
NEVIN T. ENGLEHART,		Superintendent of Grounds and Buildings

Department of Education

EARL N. RHODES, A.M.

Director of Teacher Training, Principles of Education

MAY T. HAYDEN, B.S.

Director of Primary Education, School Efficiency

MAUD CAMPBELL, Ph.B.

Training Teacher, Grades I-III

FLORENCE G. EVANS, A.B.

Training Teacher, Grade I

MABEL MOYER

Training Teacher, Grade II

MAY K. DUNCAN, A.B.

Training Teacher, Grade III

NELLE E. MOORE, A.M.

Director of Intermediate Education, School Efficiency

.....
Training Teacher, Grades IV-VI

ELIZABETH B. FLETCHER, B.S.

Training Teacher, Grade IV

ANNA C. GARRISON, B.S.

Training Teacher, Grade V

CHARLOTTE ALEXANDER, B.S.

Training Teacher, Grade VI

SILAS O. ROREM, A.M.

Director of Junior High School, School Efficiency, Administration

LILLIAN EDMUNDS, A.B.

Training Teacher, English, Junior High School

ETHEL A. RANSON, A.M.

Training Teacher, Mathematics, Junior High School

EDWARD A. REAMS, A.M.

Training Teacher, Social Studies, Junior High School

BENNIE LEE STONE, B.S.
Training Teacher, English, Junior High School

ETTA H. KELLER, B.S.
Household Arts, Junior High School

GEORGE N. HALL
Industrial Arts, Junior High School

DAVID H. ROBBINS, A.M.
Director of Rural Education, School Efficiency, Rural Sociology

O. H. BAKELESS, A.M.
Introduction to Teaching, Principles of Education

JOHN J. FISHER, A.M.
Psychology, Measurements

Department of English

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SAMUEL L. WILSON, A.M.

A. B. BLACK
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Department of Oral Expression

ALICE JOHNSTON, A.M.
Oral Expression, Corrective Speech

Department of Mathematics

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Department of Science

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Nature Study, Biology
MRS. D. S. HARTLINE
Assistant, Nature Study and Biology
S. I. SHORTESS, B.S.
General Science, Physics, Chemistry

Department of Social Studies

NELL MAUPIN, A.M.

Department of Geography

C. H. ALBERT, A.M.

Department of Health Education

E. H. NELSON, ED.M.
Director of Health Education,
Health and Hygiene in Public Schools

Physical Education for Men and Coach of Athletics

MARY E. A. DRUMMOND, A.M.
Physical Education for Women

MARGRETHA ANDERSON, B.S.
Physical Education for Women

MARIE LEE, R.N.
School Nurse

IRMA WARD, B.S.
Nutrition, Dietitian

Department of Public School Music

HARRIET M. MOORE, MUS.B.
JESSIE A. PATTERSON, A.B.

Department of Fine Arts

GEORGE J. KELLER, B.S., F.R.S.
Director of Fine Arts
DOROTHY K. JOHN
FLORENCE MURRAY
Assistants in Fine Arts

Librarians

PEARL L. MASON, B.S.
Library Methods
HELEN A. RUSSEL, A.B.
Library Methods
DOROTHEA BREITENBECHER
Assistant Librarian

School of Music

MRS. JOHN KETNER MILLER
Director; Piano, Violin
LOUISE M. SKINNER, A.B.
Piano, Harmony, Theory
ANTOINETTE J. PERNER
Voice, Chorus
ELIZABETH OHL
Secretary to Principal

GENERAL INFORMATION

The Town of Bloomsburg. Bloomsburg is an attractive town, in one of the most beautiful regions of Pennsylvania, has a population of about eight thousand, and is easily accessible by the three largest railroads in the state: The Delaware, Lackawanna and Western; the Philadelphia and Reading; and the Pennsylvania. It is also connected with neighboring towns by electric railroads.

The School is situated about a mile from the Susquehanna river, and about 150 feet above it on a gently sloping eminence, commanding a view of the valley for many miles. A campus of nineteen acres affords ample space for lawns and athletic grounds, and includes a large and beautiful oak grove. Seven large buildings, admirably adapted to their different uses, constitute the physical plant of the School.

Institute Hall. This is the oldest of the buildings, erected in 1867. It stands at the head of Main Street, and is plainly visible from all parts of the town. The approach to this building is very imposing and beautiful. On the first floor are five rooms devoted to the Junior High School.

The Auditorium. This room, which will seat over a thousand people, is situated on the second floor of Institute Hall. It is comfortably furnished, and has recently been tastefully redecorated. The acoustic properties are apparently perfect.

Training School Building. Standing immediately in the rear of Institute Hall is the Training School Building, accommodating the children of the elementary grades. It has recently been refurnished and equipped for the most up-to-date work. The large, well-lighted basement is made use of by the Industrial Arts Department.

Science Hall. Science Hall was erected in 1907. It affords modern facilities for the latest methods of work in the sciences. The laboratories are large and fully equipped with the best furniture and appliances made. Large laboratories fitted up for the work in the Biological subjects are located on the first floor. The laboratories for Physics and Chemistry are on the second floor. There are two modern lecture rooms, with lanterns, screens, and excellent equipment for demonstration and illustration work. There are also two large well-lighted Art Studios. In the basement, which is mostly above ground, ample space is provided for the Household Arts Department.

The Gymnasium. The gymnasium is a well-lighted and well-ventilated building, adequately equipped with all essential apparatus, having a running track, baths, and steel lockers.



Campus

Science Hall

Grove

The Library. The Library is well located and well furnished for its purpose, with considerable new equipment that has recently been installed. The collection of books comprises over 11,000 volumes of standard works of Fiction, History, Education, the leading Cyclopedias, Dictionaries, and books of reference. The reading tables are well supplied with all the important local and national newspapers, and magazines for the free use of the students. The value of the library is greatly enhanced by a card catalog, and the constant attendance of trained librarians to help the students in their research work. The new program of studies requires that all students have some training in library methods.

The Dormitories. Dormitories are provided for both men and women. The Women's Dormitory is a four-story building large enough to accommodate a large group of students. It is equipped with an Otis electric elevator, in charge of a responsible operator. The dormitories are equipped with steam heat and electric lights. The students' rooms are furnished with beds, dressers, and chairs and may be carpeted if the student desires.

The Dining Hall. On the first floor of the Main Dormitory is the Dining Hall, an attractive and well-lighted room. It is in charge of an expert dietitian who supervises the buying, the preparing, and the serving of the food. Special effort is made to have the dining room homelike. The new round tables, each seating eight, contribute much to the social life of the meal hour.

Provision for Recreation and Social Life. The Normal School believes in recreation and social life, and makes ample provision for them.

The tennis courts and athletic field care for outdoor interests. The constant use of these playgrounds proves their need. Hikes and picnics also attract large groups of students.

Provision for Health. Every effort is made to keep the students in good physical condition. A registered nurse is in residence and is at the service of the students. An infirmary is provided, where students, taken ill, may have quiet and be looked after by the nurse. Doctors are always called when students so desire, or when the nurse deems it advisable.

Chorus Singing. A women's chorus, a men's chorus, and a chorus of mixed voices are organized at the beginning of the school year. A student may become a member of a chorus by making application to the director and passing the requirements. The choruses meet at least once a week. For satis-

factory work partial credit is given toward the required credits in music. The choruses sing on a number of occasions during the year, and toward the close of the year render a special program.

Orchestra. An orchestra is organized at the beginning of the school year. Students are entitled to membership on the approval of the director. The orchestra gives concerts at the School and in nearby towns.

Lectures and Entertainments. Throughout the school year prominent lecturers discuss current political, social and educational problems. These lectures afford the students opportunities to be informed about the vital problems of our time. Provision is also made for entertainments of a high order. Leading dramatic readers interpret great literature of the past and present. Dramatic companies of able artists present plays of the classical and modern writers.

Musical Artists. The School has inaugurated a course of musical artists. The aim is to present leading artists of recognized ability in both vocal and instrumental music. Well known musicians render programs that constitute a real event in the life of students and in the School.

RECOGNITION AND ENCOURAGEMENT OF SCHOLARSHIP

For the recognition and encouragement of scholarship among the students the Faculty of Bloomsburg State Normal School adopted the following resolutions:

1. That at the end of the first semester there be selected from the Junior Class an honor list comprising ten per cent. of the class.

2. That at the end of each semester, on the basis of a cumulative record, there be selected from each of the four groups of students a similar list comprised of ten per cent. of each group.

3. That the grades now used by the School be valued in terms of honor points as follows: A, three points; B, two points; C, one point; D, zero point; E, minus one point; regard to be given to the number of hours of which each item of the student's work consists.

4. That any student with half of his standings as low as D at the end of the first semester of his Junior year, be notified that unless marked improvement be shown by the end

of the second semester he will not be permitted to enter the Senior class.

5. That a student must average the grade of B before he will be entitled to carry extra hours; the extra hours to consist of one course, and his total number of class hours not to exceed twenty-five; the nature of the extra work to be determined by the student with Faculty approval.

6. That a student whose English is not up to the standard proper for a teacher, be required to do remedial work in English.

7. That student teachers of superior ability in teaching and scholarship be granted honor certificates; this ability to be demonstrated in the following subjects: Mastery of and skill in the organization of subject matter for teaching purposes; recognition of the needs of individual children and adaptation of work to meet those needs; skill in holding the attention and interest of pupils; success in securing response on the part of the class as a whole and as individuals; marked ability in securing definite results as determined by expert supervisory methods; tactfulness and skill in the management of the ordinary routine of the classroom as well as unusual situations; willingness and intelligence in assuming responsibility; loyalty and steadfastness of purpose; a generally favorable attitude toward the teaching profession; a rating of two or better in scholarship in normal school courses of study.

Student Government. The value of self-control is as evident when applied to a group as to the individual. With this fact in mind the students of the School have been organized for self-direction in matters pertaining to school life.

For the recognition and encouragement of worthy habits and conduct the Faculty of the Bloomsburg State Normal School adopted the following resolutions:

1. That the students be divided into groups of approximately twenty among the teachers of the School.

2. That these faculty advisors be responsible for securing a letter grade in citizenship for each member of their group.

3. That this grade be based on the following points:

a. Attendance at auditorium exercises;

b. Dependability, such as, in right place, on time, ready for action; seeking to give honest impressions, being industrious, persevering, etc.

c. Civic responsibility, such as, consideration for the rights of others, co-operation in enforcing regulations, measuring up to personal and official responsibilities, etc.

Religion and Morals. Recognizing the supreme value of the cultivation of a fine character, the School aims to surround the students with all the advantages of a religious and ethical standard of living. The unusually cordial relation existing between the School and the various churches of the town is of great value to the students and teachers. The School and the churches co-operate in seeking to have each student enter into the life of the local church which is to take the place of his home church.

Auditorium exercises are held three times a week and all students are required to attend. All students are expected to attend church on Sunday morning.

The students and teachers maintain two very efficient organizations, the Y. M. C. A. and the Y. W. C. A., which hold separate mid-week meetings. Attendance is voluntary.

The School Periodical. Recognizing the necessity of a regular means of communication between a teacher-training institution and its alumni in service, and between that institution and its source of supply, the high schools of the State, a school periodical, the *Bloomsburg State Normal School Quarterly*, is issued in January, April, July, and October of each year. It is intended that the Quarterly shall reflect the purpose, spirit, and progress of the School; that it shall serve to keep those in the field in touch with the growing policy of the School, its developing courses of study, and its changing physical plant; that it shall further present to those just graduating from high school the opportunities and call to service of teaching as a profession.

In 1924 the publication of a weekly school paper was begun. It is urged that the Alumni subscribe for this news sheet. A charge of seventy-five cents per semester is made here to each regular student.

EQUIPMENT FOR PERSONAL USE

Rooms for students are furnished with double beds or single couch beds, mattresses and pillows, bureau, table, and chairs. Sheets, pillow cases, and white spreads are provided for the beds.

The following equipment is *required*—Blankets or bed comforter, towels, table napkins, a large laundry bag well marked with the student's name. *Suggested*—Three or four good framed pictures, window curtains, rugs or carpet.

All young women must be provided with a gymnasium costume consisting of full, pleated, black bloomers, two plain

white middy blouses with either long or short sleeves, and a pair of high, white canvas sneakers. They should also have a pair of high, strong shoes suitable for hiking and climbing.

LAUNDRY REGULATIONS

Each student is allowed twelve (12) articles of plain clothing in the wash each week.

Every article of clothing must be plainly marked with indelible ink. Defective marking is generally responsible for the missing of articles.

Extra charge will be made for all clothing in the wash in excess of the twelve (12) pieces allowed.

SUMMARY OF EXPENSES

The Tuition, which is equal to the charge in good colleges, is free, because the Normal School is state supported.

Registration fee (\$10.00 for each semester)	- - -	\$ 20.00
Board, room, laundry (\$7.00 per week for 36 weeks)		252.00

The registration fee carries with it free admission to all regularly scheduled lectures and entertainments and to all regularly scheduled games of football, basketball, and baseball.

The registration fee must be paid on the day of registration.

Bills for board, room, and laundry must be paid within one week after they are due. If such bills are not paid within one week, students are excluded from classes and receive no grades for their work.

For absence of two consecutive weeks or more on account of personal illness, a deduction for board is made. No other deduction is made for absence. No deduction is made for absence during the first two or the last two weeks of a semester.

Payments for First Semester

September 14, Registration fee	- - - - -	\$10.00
September 14, First Payment	- - - - -	63.00
November 19, Final Payment	- - - - -	63.00

Payments for Second Semester

February 3, Registration fee	- - - - -	\$10.00
February 3, First Payment	- - - - -	63.00
April 1, Final Payment	- - - - -	63.00

Laboratory Fees

Physics, Chemistry, each	-	-	-	-	-	-	-	\$ 5.00
General Science	-	-	-	-	-	-	-	5.00
Agriculture, Nature Study, each	-	-	-	-	-	-	-	5.00
Biology, Botany, Zoology, each	-	-	-	-	-	-	-	5.00
Cookery, Sewing, Industrial Arts, each	-	-	-	-	-	-	-	3.00
Educational Measurements	-	-	-	-	-	-	-	3.00

All laboratory fees are for one semester. If any subject continues two semesters, the fee is double.

A charge of 25 cents per piece is made for hauling baggage. Baggage is hauled by the School only on the opening and closing days of each semester.

The scale of charges is made on the basis of two students to each room; therefore students cannot be accorded the privilege of rooming alone without extra charges.

Rooms engaged beforehand will not be reserved longer than Tuesday of the first week of the semester except by special arrangement.

Students not living at their own homes are required to live in the school dormitories, except by special arrangement, made in accordance with conditions established by the Board of Trustees. The Principal will make known these conditions on request.

Students are considered members of the School until the Principal is notified of their withdrawal.

Certificates will not be issued to those whose accounts are unsettled.

Records of credits earned at this School are available at the request of the student. In case of a second request for the same record a fee of one dollar will be charged.

FUNDS TO HELP WORTHY STUDENTS

The funds presented by the several classes shall be considered and treated as loan funds.

Loans from these funds, so long as any sums are available, may be made in amounts not to exceed fifty dollars for two years. In special cases this amount may be increased to as much as a hundred dollars per year. These loans are secured by note with one or more sufficient sureties, due and payable without interest in not exceeding two years after leaving

school. If not paid when due, interest thereafter at six per cent. will be charged until paid.

Eleven classes have left funds as memorials. The class of 1924 donated \$500.00. The money in the bank draws interest at 3 per cent., and can be withdrawn only on order of the Treasurer of the School. The contributions follow:

Class	Original Gift	Interest Accrued	Total to Date	Number Beneficiaries
1893	\$ 144.38	\$ 18.03	\$ 162.41	4
1894	159.95	18.97	178.92	1
1895	150.00	14.17	164.17	4
1896	103.05	11.37	114.42	3
1897	161.72	21.80	183.52	2
1898	150.00	17.65	167.65	3
1900	203.85	22.53	226.38	4
1901	200.00	26.10	226.10	2
1902	150.00	21.27	171.27	2
1905	200.00	25.32	225.32	3
1909	32.41	.27	32.68	0
1910	100.00	12.69	112.69	2
1912	100.00	12.65	112.65	3
1924	500.00	4.88	504.88	4
Total	\$2,355.36	\$227.70	\$2,583.06	37

THE TRAINING SCHOOL

A⁶ normal school cannot properly prepare teachers unless an adequate training school is maintained. Those who are to become teachers should have ample preparation in teaching in typical school situations. Considerable attention has been given to enlarging and strengthening the training school facilities of the Bloomsburg State Normal School. The Training School, which is located on the campus, consists of a kindergarten and grades one to nine inclusive. There is a training teacher in charge of each class, consequently, close supervision is given to the student teaching.

Along with the Training School the elementary grades of the public schools of the town of Bloomsburg are used for student teaching. The splendid co-operation of the school authorities of the town of Bloomsburg makes it possible to have adequate facilities for the training of teachers for the graded schools.

For the preparation of rural teachers one-room schools adjacent to the Normal School are used. Through the co-opera-



Lagoon

tion of the school authorities in the rural districts it has been made possible to have facilities for the training of rural teachers. The students have ample opportunity to observe well-trained teachers at work and to develop skill in teaching by actual experience under normal conditions.

Grades seven, eight, and nine of the Training School are organized on the departmental plan. The program of studies for these upper grades has been completely reorganized in accordance with the best practice in junior high schools. The students who are preparing to teach in the upper grades have the advantage of preparing for strictly departmental teaching or for the junior high school. Even if students are obliged to teach in seventh or eighth grades, they will be better teachers than if they were trained under the old organization.

EXTENSION COURSES

1925-1926

Under the stimulus of the state salary schedule for teachers and the new requirements for the certification of teachers, extension classes for teachers in service were organized in September, 1921. The responses from teachers for extension classes have been ready and numerous.

Extension courses similar to those offered in residence at the Normal School are offered to teachers in service. The regular members of the faculty teach the extension courses. The classes meet on late afternoons, in the evenings, and on Saturdays. Since the extension classes are conducted on a self-supporting basis, ordinarily a class is not organized unless at least thirty teachers want the same course. Practically all of the extension classes meet two hours at a time each week for fifteen weeks. A fee of five dollars is charged for each semester hour credit. Since most of the courses receive two semester hours credit the cost is usually ten dollars a course.

SUMMER SCHOOL OF 1926

June 21-August 21

The summer school aims largely to meet the needs of teachers who are preparing to meet the requirements of the different certificates issued by the authority of the State Department of Public Instruction. The summer school continues in session for nine weeks. This provides ample time for students to complete the courses that many are interested in having to their credit for various certificates. Since the regular school year is thirty-six weeks, a fourth of a year's work may be completed during a summer session, and in four summers a year's work of the regular two-year teacher training course may be completed.

An important feature of the summer session is the observation and demonstration school which includes all the grades of the elementary school. A skillful teacher is in charge of each grade. Here teachers may observe and have demonstrated for them the best practice in modern teaching.

An interesting feature of the summer school is the series of lectures and entertainments provided throughout the nine weeks. Lecturers discuss important political and social problems of current interest. Other lecturers discuss current educational topics. Music and dramatic programs are provided by well-known artists.

TEACHER PLACEMENT SERVICE

The Appointment Bureau of the Bloomsburg State Normal School co-operates with the Placement Service of the State Department of Public Instruction, Harrisburg, thus offering additional facilities for the placement of our students and graduates.

The Appointment Bureau has for its purpose first of all to assist school officials to secure competent teachers, and second to aid teachers to secure suitable positions in fields of service for which their training best fits them.

The Appointment Bureau is in charge of the Director of Teacher Training, who answers all inquiries and gives personal attention to school officials seeking competent teachers.

TEACHERS' SALARIES

The State of Pennsylvania through a state-wide salary schedule guarantees a minimum salary to every graduate of a state normal school. In school districts having a population of 500,000 or more, the minimum salary guaranteed for elementary school teachers is \$1,200 a year. For school districts having a population of more than 5,000 and less than 500,000 the minimum salary guaranteed is \$1,000 a year for elementary teachers.

In all of these districts, teachers are guaranteed minimum increases of \$100 a year. These increases are guaranteed by the state until a salary of \$1,800 is reached in the larger districts and \$1,400 in the smaller districts. There is nothing in the law to prevent boards of school directors from paying teachers as much as they like beyond the minimum salaries guaranteed by the state.

In the school districts having a population of less than 5,000, which for the most part comprise the rural districts, the minimum salary guaranteed by the state is \$100 a month for elementary school teachers.

Success in teaching not only requires adequate preparation but a high degree of ability, personality and adaptability. For teachers who combine these qualities in a high degree the demand is always greater than the supply. The School has assisted some of the most capable students in securing positions that pay salaries that are \$200, \$300, \$400, and \$500 higher than the minimum guaranteed by the state law.

REQUIREMENTS FOR ADMISSION

1. All students seeking admission to the Bloomsburg State Normal School should write to Wm. B. Sutliff, Dean of Instruction, for a blank form called "Application for Admission." When this form is properly filled out it should be returned to the Dean of Instruction who will determine the number of credits to which a student is entitled. Due notice will be given students regarding their credits.

2. Graduates of accredited First Class High Schools of the Commonwealth of Pennsylvania will be admitted as regular students.

3. Graduates of accredited Third Class High Schools shall be given not more than eight units of credit, and graduates



Library

of accredited Second Class High Schools shall be given not more than twelve units of credit toward the admission requirements; provided, however, that such students may take examinations in subjects other than those already credited by the Normal School toward admission.

4. A unit shall consist of not less than 36 weeks of work requiring at least 5 periods per week of not less than 40 minutes per period or its time equivalent. (Subjects not requiring out-of-class preparation or study shall require double time in estimating units). A unit consists of 120 clock hours.

Until September 1, 1927, high school work completed prior to July 1, 1924, will be accepted on the 96-hour basis.

5. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the Normal School.

6. Required units for admission:

English	3 units
Mathematics	1 unit
Science	1 unit
Social Studies	2 units
Elective	8 units
<hr/>	
Total	15 units

Social Studies include History, Civics, Economics, Sociology, Problems of Democracy, etc.

7. Advanced credit will be given for equivalent courses in approved teacher training institutions, but no student may obtain a normal school certificate without a minimum residence of one year.

8. From school districts with approved Junior High Schools, students will be admitted with the following Senior High School units:

English	2 units
Social Studies	1 unit
Science	1 unit
Elective	8 units
<hr/>	
Total	12 units



Lengthening Shadows

SPECIALIZATION IN TEACHING

Types of Teaching. The different curricula that are offered to students have been organized upon the principle that teaching in the elementary school can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

Work of the First Semester. All students have the same work for the first semester. A large purpose of the work of this semester is to acquaint students with the requirements for successful teaching in the different grades so that they may decide intelligently in what grades they prefer to teach. The course entitled "Introduction to Teaching" which includes observation in the Training School, is especially designed to aid students in a wise selection.

Students Select a Curriculum. At the end of the first semester, students are asked to select a curriculum for the purpose of specializing. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the prescribed curriculum be completed before a certificate of graduation is granted.

Junior High School Curriculum. The demand is growing rapidly for teachers who have special training for Junior High Schools. Specialization in subjects is required by the needs of the Junior High School. A three-year curriculum permits students to elect subjects along the line of their special interests. Students may elect enough work to specialize in two and three subjects. Students will be certified to teach any subject in which they have secured twelve semester hours credit.

CURRICULA

The following Curricula are offered:

1. Two-year Curriculum for Teachers of Primary Grades 1, 2, 3.
2. Two-year Curriculum for Teachers of Intermediate Grades 4, 5, 6.
3. Two-year Curriculum for Teachers of Rural Schools.
4. Three-year Curriculum for Junior High School Teachers.

TWO-YEAR CURRICULUM (Grades 1, 2 and 3)

First Semester						Periods	Credit Hours
Ed. 101	Introduction to Teaching	-	-	-	-	3	3
Eng. 101	English Fundamentals & Library Methods	-	-	-	-	3	3
Eng. 102	English Composition	-	-	-	-	2	2
O. E. 101	Oral Expression	-	-	-	-	2	2
Sci. 101	Nature Study	-	-	-	-	2	2
Arts 101	Art	-	-	-	-	3	3
Mus. 101	Music	-	-	-	-	3	3
Health 101	Physical Education	-	-	-	-	2	1
Health 102	Personal & School Hygiene & Nutrition	-	-	-	-	3	3
						<u>23</u>	<u>22</u>
						23	22

Second Semester

Ed. 201	Psychology and Child Study	-	-	-	-	3	3
Ed. 212-213	The Teaching of Primary Subjects	-	-	-	-	6	6
Eng. 201	English Composition	-	-	-	-	2	2
Eng. 212	Handwriting	-	-	-	-	2	1
Sci. 211	Nature Study	-	-	-	-	2	2
Arts 211	Industrial Arts	-	-	-	-	3	3
Mus. 211	Music	-	-	-	-	3	3
Health 201	Physical Education	-	-	-	-	2	1
						<u>23</u>	<u>21</u>
						23	21

Third Semester

Ed. 311	Student Teaching and Conferences	-	-	-	-	15	12
Ed. 312	School Efficiency	-	-	-	-	3	3
Ed. 313	The Teaching of Primary Subjects	-	-	-	-	3	3
Health 301	Physical Education	-	-	-	-	2	1
						<u>23</u>	<u>19</u>
						23	19

Fourth Semester

Ed. 411	Principles of Education	-	-	-	-	3	3
Ed. 412	Educational Measurements	-	-	-	-	3	3
Eng. 411	Children's Literature and Story Telling	-	-	-	-	3	3
Soc. St. 411	Educational Sociology	-	-	-	-	3	3
Arts 411	Art	-	-	-	-	2	2
Mus. 411	Music	-	-	-	-	2	2
Health 401	Physical Education	-	-	-	-	2	1
Health 412	Health and Hygiene in Elementary School	-	-	-	-	3	3
						<u>21</u>	<u>20</u>
						21	20
Total						90	82

TWO-YEAR CURRICULUM (Grades 4, 5, and 6)

First Semester					Periods	Credit Hours
Ed. 101	Introduction to Teaching	-	-		3	3
Eng. 101	English Fundamentals & Library Methods				3	3
Eng. 102	English Composition	-	-	-	2	2
O. E. 101	Oral Expression	-	-	-	2	2
Sci. 101	Nature Study	-	-	-	2	2
Arts 101	Art	-	-	-	3	3
Mus. 101	Music	-	-	-	3	3
Health 101	Physical Education	-	-	-	2	1
Health 102	Personal & School Hygiene & Nutrition				3	3
					23	22

Second Semester

Ed. 201	Psychology and Child Study	-	-		3	3
Eng. 201	English Composition	-	-	-	2	2
Eng. 222	Handwriting	-	-	-	2	1
Math. 221	The Teaching of Arithmetic	-	-		3	3
Geog. 221	The Teaching of Geography	-	-		3	3
Soc. St. 221	The Teaching of Social Studies	-	-		3	3
Sci. 221	Nature Study	-	-	-	2	2
Arts 221	Art	-	-	-	2	2
Mus. 221	Music	-	-	-	2	2
Health 201	Physical Education	-	-	-	2	1
					24	22

Third Semester

Ed. 321	Student Teaching and Conferences				15	12
Ed. 322	School Efficiency	-	-	-	3	3
Eng. 321	The Teaching of English	-	-	-	3	3
Health 301	Physical Education	-	-	-	2	1
					23	19

Fourth Semester

Ed. 421	Principles of Education	-	-		3	3
Ed. 422	Educational Measurements	-	-		3	3
Eng. 421	Juvenile Literature	-	-	-	3	3
Soc. St. 421	Educational Sociology	-	-	-	3	3
Arts 421	Art	-	-	-	2	2
Mus. 421	Music	-	-	-	2	2
Health 401	Physical Education	-	-	-	2	1
Health 422	Health & Hygiene in Elementary School				3	3
					21	20
Total					91	83

TWO-YEAR CURRICULUM (Teachers of Rural Schools)

First Semester		Periods	Credit Hours
Ed. 101	Introduction to Teaching - - -	3	3
Eng. 101	English Fundamentals & Library Methods	3	3
Eng. 102	English Composition - - -	2	2
O. E. 101	Oral Expression - - -	2	2
Sci. 101	Nature Study - - -	2	2
Arts 101	Art - - -	3	3
Mus. 101	Music - - -	3	3
Health 101	Physical Education - - -	2	1
Health 102	Personal & School Hygiene & Nutrition	3	3
		23	23
			22 22
Second Semester			
Ed. 201	Psychology and Child Study - -	3	3
Eng. 201	English Composition - - -	2	2
Eng. 242	Handwriting - - -	2	1
Math. 241	The Teaching of Arithmetic - -	3	3
Geog. 241	The Teaching of Geography - -	3	3
Soc. St. 241	The Teaching of Social Studies -	3	3
Sci. 241	Nature Study - - -	2	2
Arts 241	Art - - -	2	2
Mus. 241	Music - - -	2	2
Health 201	Physical Education - - -	2	1
		24	24
			22 22
Third Semester			
Ed. 341	Student Teaching and Conferences	15	12
Ed. 342	School Efficiency - - -	3	3
Ed. 343	The Teaching of Reading - -	3	3
Health 301	Physical Education - - -	2	1
		23	23
			19 19
Fourth Semester			
Ed. 441	Principles of Education - - -	3	3
Ed. 442	Educational Measurements - -	3	3
Eng. 441	Children's Literature and Story Telling	3	3
Sci. 441	Agriculture - - -	3	3
Soc. St. 441	Rural Sociology - - -	2	2
Arts 441	Art - - -	2	2
Mus. 441	Music - - -	2	2
Health 401	Physical Education - - -	2	1
Health 442	Health and Hygiene in the Rural School	3	3
		23	23
			22 22
Total			93
			85

THREE-YEAR CURRICULUM

(Junior High School Teachers)

First Semester		Periods	Credit Hours
Ed. 101	Introduction to Teaching - -	3	3
Eng. 101	English Fundamentals & Library Methods	3	3
Eng. 102	English Composition - -	2	2
O. E. 101	Oral Expression - - -	2	2
Sci. 101	Nature Study - - - -	2	2
Arts 101	Art - - - -	3	3
Mus. 101	Music - - - -	3	3
Health 101	Physical Education - - -	2	1
Health 102	Personal & School Hygiene & Nutrition	3	3
		<u>23</u>	<u>22</u>

Second Semester		Periods	Credit Hours
Ed. 201	Psychology and Child Study - -	3	3
Eng. 201	English Composition - - -	2	2
O. E. 231	Oral Expression - - - -	2	2
Soc. St. 231	Social and Industrial History of U. S.	3	3
Geog. 231	Economic Geography of U. S. - -	3	3
Health 201	Physical Education - - - -	2	1
	Elective - - - -	6	6
Arts 231	Art - - -	3-3	
Mus. 231	Music - - -	3-3	
Eng. 231	English - - -	3-3	
Sci. 231	*Science - - -	3-3	
Soc. St. 232	Social Studies - - -	3-3	
Math. 231	*Mathematics - - -	3-3	
Lat. 231	*Latin - - -	3-3	
		<u>21</u>	<u>19</u>

*One year of high school science beyond the ninth grade is required in order to specialize in Science.

One year of high school mathematics beyond the ninth grade is required in order to specialize in Mathematics.

Three years of high school Latin are required in order to specialize in Latin.

Third Semester		Periods	Credit Hours
Ed. 331	Psychology B - - - -	3	3
Health 301	Physical Education - - - -	2	1
	Elective - - - -	15	15
Arts 331	Art - - -	3-3	
Mus. 331	Music - - -	3-3	
Eng. 331	English - - -	3-3	
Sci. 331	Science - - -	3-3	
Soc. St. 331	Social Studies - - -	3-3	
Geog. 331	World Problems in Geography - -	3-3	
Math. 331	Mathematics - - -	3-3	
Lat. 331	Latin - - -	3-3	
		<u>20</u>	<u>19</u>

Fourth Semester						Periods	Credit Hours
Ed. 431	Purpose, Organization, and Administration of Junior High School					3	3
Health 401	Physical Education					2	1
	Elective	-	-	-	-	15	15
	Arts 431	Art	-	-	3-3	6-6	
	Eng. 431	English	-	-	3-3	6-6	
	Sci. 431	Science	-	-	3-3	6-6	
	Soc. St. 431	Social Studies	-	-	3-3	6-6	
	Math. 431	Mathematics	-	-	3-3	6-6	
	Lat. 431	Latin	-	-	3-3	6-6	
						20	20
						19	19
Fifth Semester							
Ed. 531	Student Teaching and Conferences					15	12
Ed. 532	School Efficiency					3	3
Ed. 533	Guidance					3	3
Health 501	Physical Education					2	1
						23	23
						19	19
Sixth Semester							
Ed. 631	Principles of Education					3	3
Ed. 632	Educational Measurements					3	3
Soc. St. 631	Educational Sociology					3	3
Health 601	Physical Education					2	1
Health 602	Health & Hygiene in Junior High School					3	3
	Elective	-	-	-	-	9	9
	Eng. 631	English	-	-	3-3		
	Sci. 631	Science	-	-	3-3		
	Soc. St. 632	Social Studies	-	-	3-3		
	Math. 631	Mathematics	-	-	3-3		
	Lat. 631	Latin	-	-	3-3		
						23	23
						22	22
Total		-	-	-	-	130	120

DESCRIPTION OF COURSES

DEPARTMENT OF FINE AND PRACTICAL ARTS

ARTS 101.—Art.

All groups, 1st semester. Three periods, 3 hours credit.

The aim of this course is to enable the students to teach art as required in the public school curriculum, including the fundamental elements and principles of design relative to the development of selective judgment and the cultivation of taste along specific lines such as clothing, house furnishings, utensils, accessories, etc.

ARTS—211.—Industrial Arts.

Group I, 2nd semester. Two periods, 2 hours credit.

This course aims to instruct students in the handling of materials, tools, and products found in their general environment; to increase the students'

interest in man's industrial achievements and discoveries, to establish a sense of fair play relative to the industrial workers; to develop appreciation and selection of the esthetic; ability to buy, use, and repair industrial products of good quality.

ARTS 221, 231, 241.—Art.

Groups II, III, IV, 2nd semester. Two periods, 2 hours credit.

Advanced work in color relative to costumes, interiors, pottery, design, house furnishings, exteriors, and picture study. Students of Group III meet three periods per week and receive three hours credit.

ARTS 331.—Freehand Drawing.

Group III, 3rd semester. Three periods, 3 hours credit.

Practical problems including the use of such mediums as charcoal, lead pencil, blackboard chalk, colored crayon, and water color. This course involves freehand perspective and blackboard drawing.

ARTS 411, 421, 431, 441.—Art.

Groups I, II, III, IV, 4th semester. Two periods, 2 hours credit.

Individual and group projects involving both fine and industrial art relative to problems in the student's everyday life, and correlated with other subjects in the curriculum. Students of Group III meet three periods per week and receive three hours credit.

DEPARTMENT OF EDUCATION

EDUCATION 101.—Introduction to Teaching.

All groups, 1st semester. Three periods, 3 hours credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit. It includes consideration of the different types of teaching, the general aims of the public schools, and, more specifically, the work to be accomplished by the primary, intermediate, junior high, and rural schools, respectively; a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is made concrete by frequent observation of work in a variety of grades in the Training School.

EDUCATION 201.—Psychology and Child Study.

All groups, 2nd semester. Three periods, 3 hours credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-formation; (c) memory, association (including localization of functions), and economy of learning; (d) the affective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional children. About one-third of the course is given to the study of the characteristics of children at the different levels of growth. One laboratory period each week is given to the observation of children. While this course is prac-

tically identical in all curricula, there is differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

EDUCATION 212, 213, 313.—Kindergarten-Primary Subjects.

Organization and presentation of subject matter in primary grades; problems peculiar to teaching children the beginnings of each fundamental subject; collection of materials; general outline of State Course of Study for first three grades; comparison and criticism of textbooks.

These courses aim to set forth clearly the main principles governing the best current practice in both kindergarten and primary schools and to illustrate these principles by selected classroom exercises.

EDUCATION 212, 213.—History, Nature Study, Number, and Seatwork.

Group I, 2nd semester. Six periods, 6 hours credit.

This part of the course is devoted to the aims and purposes of history, nature study, and number of primary grades; to collecting materials, bibliographies, and outlines suitable for these grades; to the presentation of materials; to studying stories for patriotic days; to studying motives for children in learning fundamental facts of arithmetic; to collecting games, devices, and drills valuable in fixing number facts; to making articles for presentation as seatwork; to learning the requirements of the State Course of Study.

EDUCATION 313.—Reading, Literature, and Language.

Group I, 3rd semester. Three periods, 3 hours credit.

This part of the course is devoted to helping the student to acquire skill in the teaching of reading to beginners, including the development of skill in the use of phonics. The course compares the principal methods of teaching reading, and considers the psychological processes involved in reading as well as the essential steps in teaching silent reading.

The course is also devoted to the aims and methods of teaching literature and language; to establishing principles of selection of poems and stories; to helping the student gain skill in story telling and in the presentation of poems; to collecting valuable lists of stories and poems; to oral and written language in primary grades, with suitable methods of obtaining correct and pleasing speech; to learning the requirements of the State Course of Study in these subjects.

EDUCATION 311, 321, 341, 531.—Student Teaching and Conferences.

All groups, second or third year. Fifteen periods, 12 hours credit.

THE TRAINING SCHOOL. The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with peculiar intimacy with the Department of Education.

OBSERVATION AND PARTICIPATION. Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school. Observation of expert teaching in the training school is a feature of all the courses in education and of many other courses throughout the curricula. A training teacher is assigned to each classroom and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

DISTRIBUTION OF TIME. A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Stu-

dent teachers are assigned to the training school in such a way as best to meet both the needs of the student teacher and the training school itself. The distribution of teaching is designed to give progressively to the student an increasing class responsibility.

LESSON PLANS. Training teachers hold daily conferences with the student teachers under their charge and approve all their lesson plans before the lessons are taught.

CONFERENCES. Training teachers meet the student teachers two hours each week for group conferences and frequently as occasion arises for individual conferences.

STUDENT TEACHERS. Each student teacher confines his teaching to the grades of the group which he has selected. Student teachers electing group one or group two are given as varied an experience in teaching the different subjects of the curriculum and in as many of the grades of the particular group as possible. Student teachers electing group three do their practice teaching largely in the subjects in which they have elected to specialize, teaching in all of the grades of the group if at all possible. Student teachers electing group four confine their practice teaching largely to the rural one-room school and have opportunity for contact with the community problems.

TRAINING SCHOOL CLASSES. Training classes aim to have no less than twenty nor more than thirty-five pupils; that is, enough pupils to set up a normal social situation and yet not so many as to tax the limited skill of the beginning teacher.

THE PUPILS. The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers are most favorably situated to secure the best possible education.

EDUCATION 312.—School Efficiency.

Group I, 3rd semester. Three periods, 3 hours credit.

This course correlates closely with student teaching, deriving many of its problems from the experiences of students in practice. It includes such topics as what makes an efficient school, the teacher's place, the child's place; classroom routine, organization of programs; hygienic standards for and care of classrooms; making and keeping of records, equipment; relationship with one another, relationship with parents, professional spirit and growth.

EDUCATION 313.—Kindergarten-Primary Subjects.

See under EDUCATION 212 above.

EDUCATION 321.—Student Teaching and Conferences.

See under EDUCATION 311 above.

EDUCATION 322.—School Efficiency.

Group II, 3rd semester. Three periods, 3 hours credit.

This course correlates closely with the student teaching deriving a large part of its meaning from the teaching experience of the student. The instruction is colored and shaped by the purposes and nature of the work in the intermediate grades. It includes classroom routine, daily study and recitation program, hygienic standards for and care of classroom, the making and keeping of records. This work is followed and accompanied by the analysis and study of such classroom technique as: methods of lesson assignment; types of classroom exercises; efficient methods of study; types of questioning; the value and uses of intelligence and educational tests; and the project and problem method as applicable to the fourth, fifth, and sixth grades. The problem of discipline in these grades receives attention.

EDUCATION 331.—Psychology of Adolescence.

This course affords opportunity for a careful study of the mental life and conduct of children during the pre-adolescent and adolescent stages of development.

EDUCATION 341.—Student Teaching and Conferences.

See under EDUCATION 311 above.

EDUCATION 342.—School Efficiency.

Group IV, 3rd semester. Five periods, 5 hours credit.

This course is for students preparing to teach in rural schools. It deals with principles of instruction in elementary grades, and is correlated with observation and student teaching. The course includes such topics as: the community, grounds and buildings, furniture and apparatus, the program, the fundamentals of method, the course of study, routine, marking papers, work and drudgery, progress and promotion, flexible grading, records and reports, discipline, constructive and corrective government, fear and timidity, citizenship, school, housekeeping, health, how to study, home study, waste in teaching and study, motives and incentives, the recitation, the assignment, questioning, and lesson plans.

EDUCATION 343.—The Teaching of Oral and Silent Reading.

Group IV, 3rd semester. Three periods, 3 hours credit.

The aim of this course is to enable the students to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics, dramatization, and the teaching of poetry. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in oral and silent reading. The course includes a comparison of the principal methods of teaching reading and is accompanied with observations of oral and silent reading classes as well as the actual teaching of such classes.

EDUCATION 411, 421, 441, 631.—Principles of Education.

All groups, 4th or 6th semester. Three periods, 3 hours credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses and to leave with the student a unified body of educational doctrine. So far as possible the work of the course is based on concrete examples of the best educational practice. Much scientific evidence will be employed to justify and interpret the educational practice. The principles of education are developed from concrete and scientific material so that they may become meaningful and helpful in the training for an improved technique of teaching. The history of education is frequently employed to throw light upon present day practice.

EDUCATION 412, 422, 442, 632.—Educational Measurements.

All groups, 4th or 6th semester. Three periods, 3 hours credit.

The chief purpose of the course is to give a working knowledge of standard tests and scales; to give sufficient knowledge of the elements of statistical method to enable teachers to collect, tabulate, and graphically represent data for purposes of diagnosing a school situation not only for a class as a whole, but for the individuals constituting the class; to suggest the next steps to be taken in remedial instruction on the basis of the findings. The Training School is used as a laboratory for the work. Testing material is selected according to the needs of each group of normal school students.

EDUCATION 431.—Purpose, Organization, and Development of the Junior High School.

Group III, 4th semester. Three periods, 3 hours credit.

The aim of this course is to familiarize the student with three things, namely: (1) the junior high school pupil, (2) the junior high school as an institution, its nature, purposes, and organization; and (3) the selection and treatment of curriculum material for the realization of the defined purposes. The course deals also with the essential theory of instruction in this type of organization; the basic causes leading to the reorganization of secondary education; the enrichment of educational experiences; the nature and purpose of guidance; the specializing and unifying factors in the curriculum, training pupils in democracy, including school activities; qualifications of teachers; justification and nature of experimentation; and present status of the junior high school movement.

EDUCATION 531.—Student Teaching and Conferences.

See under EDUCATION 311 above.

EDUCATION 532.—School Efficiency.

Group III, 5th semester. Three periods, 3 hours credit.

This course follows Education 431 and supplements it. The course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth, and ninth grades and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the methods of instruction, supervised study, the socialized recitation, home study, classroom management, educational tests and their uses, problems of discipline, etc. In all of these phases of teaching an attempt is made to develop a sound philosophy of education upon which adequate theory of teaching in the junior high school can be based. Curricular content and treatment are surveyed as a means of guidance.

EDUCATION 533.—Guidance.

Group III, 5th semester. Three periods, 3 hours credit.

The course will include a survey of the guidance movement; its meaning, scope, and methods. Consideration will be given to the place of guidance in education; effective experiments and programs in different sections of the country; the field of personal analysis and the prognostic value of various tests; co-operation with other educational agencies; the various phases of the guidance program; type studies in vocational guidance; the responsibility of the individual teacher and school administrators for educational and curriculum guidance; the teacher as counselor; guidance through instruction; the relation of effective guidance to child-labor, school attendance, continuation schools, and the prevention of misfits, etc., etc.

Effort will be made to put into immediate practice the theory and principles developed in the course.

EDUCATION 631.—Principles of Education.

See under EDUCATION 411 above.

EDUCATION 632.—Educational Measurements.

See under EDUCATION 412 above.

DEPARTMENT OF ENGLISH

ENGLISH 101.—English Fundamentals.

All groups, 1st semester. Three periods, 3 hours credit.

This course includes a thorough review of the fundamentals of English grammar. Special attention is given also to sentence structure, punctuation, and word study. Correct forms will be established through constant practice in oral and in written work. A definite standard in both written and oral English must be acquired and maintained by all students.

In connection with English fundamentals a course is given in the use of a school library, including methods of cataloguing and classifying books, the use of reference material, and book selection for schools.

ENGLISH 102, 201.—English Composition.

All groups, 1st and 2nd semesters. Two periods, 2 hours credit.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose, narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content, and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

ENGLISH 212, 222, 242.—Handwriting.

All groups, except III, 2nd semester. Two periods, 1 hour credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

ENGLISH 231, 331, 431.—The Teaching of English.

Group III, 2nd, 3rd, and 4th semesters. Three periods, 3 hours credit.

In this course the first semester covers the work in English of grade seven, the second semester that of grade eight, and the third that of grade nine.

One of the primary aims of the course is to give the prospective teacher a first-hand knowledge of the many fields of reading in which the adolescent pupil may find both pleasure and profit. To this end extensive reading is required; reports are made to the class of the values inherent in specific books, and discussions ensue concerning the means most likely to render such values apparent to the Junior High School pupil. A secondary aim is to give a maximum of practice in handling such material. Another primary aim of the course is to give the students acquaintance with the materials and methods involved in the teaching of English in the Junior High School grades.

ENGLISH 242.—Handwriting.

See under ENGLISH 212 above.

ENGLISH 321.—The Teaching of English.

Group II, 3rd semester. Three periods, 3 hours credit.

This course aims to fit students for teaching English in the intermediate grades. It includes the study and discussion of some of the chief problems arising in the teaching of English in these grades, and of the ways of meeting these problems, and the observation of model lessons. Practice is given in selecting and presenting reading and story-telling material, both prose and poetry; in selecting and handling topics for both oral and written composition; in determining methods of teaching correct grammatical forms and spelling, and of increasing vocabulary.

ENGLISH 331.—The Teaching of English.

See under ENGLISH 231 above.

ENGLISH 411, 441.—Children's Literature and Story Telling.

Groups I and IV, 4th semester. Three periods, 3 hours credit.

This course aims to make a study of the subject-matter of the literature of the kindergarten and grades I, II, and III, with special reference to the selection, interpretation, appreciation, and presentation for children. It includes: (1) The presentation of the large controlling principles in the literature and in the teaching of the types of prose and poetry; (2) the organization of the literary types—whole classics, drama, Mother Goose, collections of poetry, and the work of the children's poets; and (3) the presentation of lesson plans, of demonstration lessons in the types, of dramatizations and of the memorization of poetry.

About one-half the time is devoted to story telling; the large controlling principles of the art; the scope, variety, and organization of story material, and practice in story telling.

Lectures, recitations, required readings, book reports, oral and written reports, graded lists, story telling, dramatization, and memorization of poetry.

ENGLISH 421.—Juvenile Literature.

Group II, 4th semester. Three periods, 3 hours credit.

This course establishes standards and principles of criticism as a basis for the appreciation, selection, and presentation of the most suitable material for the intermediate grades. The work of the course consists of lectures, required reading, reports, observations of model lessons, practice in story-telling, dramatization, and the making of bibliography. Different types of stories, such as myth, fairy tales, Bible stories, nature stories, tales of adventure, chivalry, romance, and history, and simple narrative and lyric poetry, are read and discussed with reference to their literary qualities; their fitness for grades four, five, and six. The best methods for their presentation also receive attention.

ENGLISH 431.—The Teaching of English.

See under ENGLISH 231 above.

ENGLISH 441.—Children's Literature and Story Telling.

See under ENGLISH 411 above.

ENGLISH 531.—Modern Literature.

Group III, 5th semester. Three periods, 3 hours credit.

The aim of this course is to familiarize the student with the field of modern literature. With this purpose in mind the work will be extensive

rather than intensive. Much outside reading will be required. The class work will consist of lectures, reports, readings, and class discussions.

ENGLISH 631.—American Literature.

Group III, 6th semester. Three periods, 3 hours credit.

A general survey course, with extensive reading of representative selections from prose and poetry. Class work includes lectures, reports, readings, and discussions. It aims to give the student a more thorough knowledge and appreciation of the literature of his own country.

ENGLISH 632.—English Literature.

Group III, 6th semester. Three periods, 3 hours credit.

The work of this course consists of extensive study and reading of literature. It aims through lectures, reading, and classroom interpretation, to make the student more fit for his work by giving him a more extended and more intimate knowledge of literature; by developing his insight and appreciation; by broadening his understanding of men and things.

DEPARTMENT OF ORAL EXPRESSION

ORAL EXPRESSION 101.—Oral Expression.

All groups, 1st semester. Two periods, 2 hours credit.

This course is designed primarily to insure (1) a good teaching voice and (2) effective address with facility and ease in oral expression.

ORAL EXPRESSION 231.—Play Production.

Group III, 2nd semester. Two periods, 2 hours credit.

This course is chiefly a study of one-act plays of genuine merit, suited to production by pupils of Junior High School age. Plays are actually produced and the students are trained in the devising of stage settings and costumes. Stress is placed on casting and coaching. The aim of the course is the preparation of teachers for extra-curricular activities.

DEPARTMENT OF GEOGRAPHY

GEOGRAPHY 221, 241.—The Teaching of Geography.

Groups II and IV, 2nd semester. Three periods, 3 credits.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to co-ordinate fundamental principles of geography. The course is developed from the viewpoint of causal relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project and problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field

geography. Students are made familiar with the use of standard educational measurements in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

GEOGRAPHY 231.—Economic Geography of the United States.

Group III, 2nd semester. Three periods, 3 hours credit.

This course deals with the geography of the United States, particularly with regard to the factors affecting production and distribution. People throughout the country are engaged in various occupations. The chief question considered in this course is why they are engaged in these particular occupations rather than in others, the answer being sought in location, topography, climate, natural resources, demand, etc.

GEOGRAPHY 241.—The Teaching of Geography.

See under GEOGRAPHY 221 above.

GEOGRAPHY 331.—World Problems in Geography.

Group III, 3rd semester. Three periods, 3 hours credit.

This course deals with the political problems confronting the nations of the world as a result of the great war. The historic, social, economic, geographic and racial factors as affecting the problems are carefully considered.

DEPARTMENT OF HEALTH

HEALTH 101, 201, 531, 631.—Physical Education.

All groups, 1st and 2nd semesters. Group III, 5th and 6th semesters. Two periods, 1 hour credit.

Floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games, athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercises for students unable to take regular gymnasium work.

A graded course in health education including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergencies is included.

HEALTH 102.—Personal and School Hygiene and Nutrition.

All groups, 1st semester. Three periods, 3 hours credit.

Personal Hygiene—The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest, and sleep; the causes of ill health and disease, together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course.

School Hygiene—The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher. The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils,

remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation including school furniture; ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

Nutrition—This course aims to teach the value of foods, their selection, etc.

HEALTH 201.—Physical Education.

See under HEALTH 101 above.

HEALTH 301, 401.—Physical Education.

All groups, 3rd and 4th semesters. Two periods, 1 hour credit.

Floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing, games, athletics including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercises for students unable to take regular gymnasium work.

The graded course in health education for children continued. Demonstration lessons and student teaching. Athletic activities for use on playground. Physical examination of school children.

HEALTH 412, 422, 442, and 632.—Health and Hygiene in Public Schools.

Groups I, II, and IV, 4th semester.

Group III, 6th semester. Three periods, 3 hours credit.

These courses deal with the teaching of health and hygiene in the elementary school or the Junior High School, as the case may be. There is a careful study of school hygiene as related to heating and ventilating systems, lighting, water supply, towels, toilet equipment, medical examination, diet of the school child and school nursing.

Twelve periods are set aside for a discussion of the different phases of sex education; a rapid review of the development of plant and animal life with especial reference to reproduction, both asexual and sexual; the biological development of the reproductive system; the influence of the racial glands upon the physical, mental, and psychological development of the child; the needs of the child at different stages of this development; heredity and environment, and the social diseases.

HEALTH 531.—Physical Education.

See under HEALTH 101 above.

HEALTH 631.—Physical Education.

See under HEALTH 101 above.

HEALTH 632.—Health and Hygiene in Public Schools.

See under HEALTH 412 above.

DEPARTMENT OF LATIN

LATIN 231, 331.

Group III, 2nd and 3rd semesters. Six periods, 6 hours credit.

This course prepares students to teach elementary Latin in the Junior or Senior High Schools. The course will include the forming of a background by assigned readings in Roman history and Roman biography, Roman life

and institutions and the history of Roman literature; intensive study of Latin grammar, word-study, Latin composition, selected readings from Caesar, Cicero, Vergil, Nepos, Sallust, and Ovid; methods of teaching Latin, lesson-planning, practice-teaching and observation. Students will be made familiar with recent and current literature bearing on the subject.

DEPARTMENT OF MATHEMATICS

MATHEMATICS 221, 241.—The Teaching of Arithmetic.

Groups II and IV, 2nd semester. Three periods, 3 hours credit.

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurements of efficiency in this subject by the standard test and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

MATHEMATICS 231.—Composite Mathematics.

Group III, 2nd semester. Three periods, 3 hours credit.

This is a course in the teaching of mathematics in the seventh and eighth grades and in the Junior High School. Emphasis is placed upon the commercial and industrial applications of arithmetic, with much practice in the making and solution of problems. Careful attention is given to the teaching of composite mathematics in the Junior High School. The use of standard measurements is given consideration. Observation of the teaching of mathematics in the Junior High School is a requirement of the course.

MATHEMATICS 431.—Trigonometry.

Group III, 4th semester. Three periods, 3 hours credit.

This course in the theory and application of trigonometry is designed to give command of the subject matter and to show the relation of trigonometry to algebra and geometry. It will be of special interest to teachers considering the introduction of some of the simplest principles and applications of trigonometry in the mathematics course of the Junior High School.

MATHEMATICS 331.—Solid Geometry.

Group III, 3rd semester. Three periods, 3 hours credit.

This course will cover the usual requirements, together with the application of the principles involved to the environment and experience of the class. Particular attention will be given to methods of presentation and to original problems.

MATHEMATICS 631.—Mathematical Analysis.

Group III, 6th semester. Three periods, 3 hours credit.

This course includes certain important topics from algebra, trigonometry, and analytic geometry. It is planned to give the student an idea of the unity of the field of mathematics.

DEPARTMENT OF PUBLIC SCHOOL MUSIC

MUSIC 101—Music.

All groups, 1st semester. Three periods, 3 hours credit.

This course includes singing at sight, individually, using the Latin syllables or words, the sight singing material suitable for second and third

grades; a study of the child voice; song material and dictation as authorized in the text used for first, second, and third grades.

MUSIC 211, 221, 241.—Music.

Groups I, II, and IV, 2nd semester. Two periods, 2 hours credit.

This course is a continuation of the work done in the first semester. The student must be able to sing individually the song material and such sight singing as is used through the first half of fourth grade; to build the major scales; to sing and present the dictation and rhythmic exercises as outlined for the first four months of fourth grade in the text used.

MUSIC 231.—Music.

Group III, 2nd semester. Three periods, 3 hours credit.

This course is a continuation of the work done in the first semester. It is intended to give a minimum of preparation to all students for teaching music in the Junior High School. The course should be supplemented by an elective course in music taken during the semester in which a free elective occurs.

MUSIC 241.—Music.

See under MUSIC 211 above.

MUSIC 411, 421, 431, 441.—Music.

Groups I, II, III and IV, 4th semester. Two periods, 2 hours credit.

This course is a continuation of the work of the first and second semesters. It covers the tonal and rhythmic problems of grades four, five, and six; the building of the major, minor, and chromatic scales; the writing of triads and their inversions; the bass clef; a study of the child voice; sight singing in two and three parts; song interpretation and musical appreciation.

DEPARTMENT OF SCIENCE

SCIENCE 101, 211, 221, 241.—Nature Study.

All groups, 1st semester. Two periods, 2 hours credit.

Groups I, II and IV, 2nd semester. Two periods, 2 hours credit.

The word nature study is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environmental materials and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

SCIENCE 231, 331.—General Science.

Group III, 2nd and 3rd semesters. Three periods, 3 hours credit.

This course, dealing both with the materials and methods of teaching, is intended for those who expect to teach general science in the Junior High School. Students will work out experiments for demonstration to the class and will visit the Junior High School for at least five observations of the teaching of general science. They will be required to read much of the material that has been written during the last decade on the pedagogy of the subject and will make a comparison of the various textbooks dealing with that field.

SCIENCE 431, 631.—Biology.

Group III, 4th and 6th semesters. Three periods, 3 hours credit.

This course is intended for those who major in science and will probably teach general science or biology.

SCIENCE 441.—Agriculture.

Group IV, 4th semester. Three periods, 3 hours credit.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences of rural children with a view to motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

SCIENCE 631.—Biology.

See under SCIENCE 431 above.

DEPARTMENT OF SOCIAL STUDIES**SOCIAL STUDIES 221, 241.—The Teaching of Social Studies.**

Groups II and IV, 2nd semester. Three periods, 3 hours credit.

This course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

SOCIAL STUDIES 230.—Social and Industrial History of the United States.

Group III, 2nd semester. Three periods, 3 hours credit.

This course is a history of the social and economic development of the United States and runs parallel with the course in the economic geography of the United States.

SOCIAL STUDIES 232 and 331.—

Group III, 2nd and 3rd semesters. Three periods, 3 hours credit.

These courses deal with the history of the United States and the recent history of Europe. Methods of teaching civics and current events are also treated. Lesson plans are prepared, demonstration lessons are taught before the class and students are required to observe and later discuss in class at least five lessons taught in the Junior High School.

SOCIAL STUDIES 241.—The Teaching of Social Studies.

See under SOCIAL STUDIES 221 above.

SOCIAL STUDIES 331.—

See under SOCIAL STUDIES 232 above.

SOCIAL STUDIES 411, 421, 631.—Educational Sociology.

Groups I and II, 4th semester.

Group III, 6th semester. Three periods, 3 hours credit.

This course considers the relations between the school and other fundamental life activities. It deals with the elementary principles of sociology

and their application to modern school problems. It emphasizes the importance of the economic and social survey, the school as a social center, the relation of school to society and of society to the school, and the socialization of education, including administration, curriculum and methods.

SOCIAL STUDIES 441.—Rural Sociology.

Group IV, 4th semester. Three periods, 3 hours credit.

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as defects of present day country life, treated constructively; the lack of rural pride and rural co-operation; land tenantry; migration from the country to the city and its causes; co-operative buying and selling; the need for scientific agriculture; the country home; the country church; good roads, and the country school as an agent in intellectualizing, socializing and spiritualizing country life.

SOCIAL STUDIES 631.—Educational Sociology.

See under SOCIAL STUDIES 411 above.

SCHOOL OF MUSIC

MRS. JOHN KETNER MILLER	-	-	Director; Piano, Violin
LOUISE M. SKINNER, A.B.	-	-	Piano, Harmony, Theory
ANTOINETTE J. PERNER	-	-	Voice, Piano

To those seeking a general education in music, and to those preparing to teach, this school offers superior advantages. Instruction is given by capable teachers of broad and successful experience. Special attention is given to beginners, as much depends upon the early training. The result of establishing correct fundamental principles is steady, satisfactory growth and development.

Courses are offered in the following subjects:

1. **Piano, Voice, Violin**—The course of study in Piano, Voice, Violin, is divided into four grades—Elementary, Preparatory, Intermediate, and Advanced. No definite period is stated for the completion of a grade; this depends upon the individual ability of the pupil. Those desiring certificates for the completion of any one of these courses must have a thorough and comprehensive knowledge of Harmony, History of Music, Solfeggio, and Harmonic Analysis. A study of these subjects is recommended to all students of music for general musical development.

2. **Musical Appreciation**—A course in Musical Appreciation is offered to students of all departments, free of charge. This course extends throughout the year and is planned to

give the untutored in music a general knowledge of the art; to teach them what constitutes good music and how to appreciate, understand, and enjoy it.

Certificates are granted only upon satisfactory completion of the Four Years Course.

Graduates in any of the courses in music are required to have a good education in English branches. Proficiency in English equivalent to that of high school graduation will be the minimum requirement.

Expense for Music Students

Individual instruction in Piano, Voice, and Violin, \$18.00 per semester for one-half hour lesson per week; \$36.00 for two half-hour lessons per week.

Individual instruction in Harmony or Analysis, \$18.00 per semester for one-half hour lesson per week; \$36.00 for two half-hour lessons per week.

Class instruction in Analysis, \$12.00 per semester.

Class instruction in History of Music, \$10.00 per semester.

Use of piano for practice (one period daily), \$4.00 per semester.

Use of piano for practice (one period daily) for those not taking special lessons, \$6.00 per semester.

Preference in the use of pianos for practice will be given to students taking special lessons.

No student will be allowed to register whose accounts have not been settled.

Students taking less than the work of a semester will be charged at the lesson rate of \$1.50.

No rebate will be made on account of lessons missed by students.



*"Far Above the River Winding
'Midst the mountains grand,
Stands old Normal, dear to students
Far throughout the land,
Bloombsburg, Bloombsburg, Bloombsburg Normal,
Up on Normal hill,
Years to come shall find us ever
True to Bloombsburg still."*

LIST OF STUDENTS

Seniors

GROUP I

Andes, C. Ellen, Nanticoke
 Aponick, Wanda J., Nanticoke
 Armstrong, Thelma E., Taylor
 Baker, Dora E., White Deer
 Barrett, Helen H., Cambria
 Bohn, Viola J., Scranton
 Brace, Laura W., Bloomsburg
 Burgess, Adaline, Wyoming
 Campbell, Martha, Mt. Carmel
 Carden, Dolores A., Scranton
 Cashmareck, Helen, Shamokin
 Castles, Kathryn O., Scranton
 Contini, Mary, Freeland
 Coxe, Catherine C., Scranton
 Coxe, Marion E., Scranton
 Culbertson, Mary, Shamokin
 Daniels, Elizabeth L., Taylor
 Davis, Elizabeth R., Wilkes-Barre
 Davis, Laura A., Scranton
 Davison, Elizabeth G., Scranton
 Dennis, Hope L., Wilkes-Barre
 Deppen, Steena R., Dalmatia
 Devine, Catherine M., Wilkes-Barre
 Dougherty, Anna B., Freeland
 Drum, Susan R., Mifflinville
 Durbin, Louise, Plymouth
 Dyer, Ruth M., Scranton
 Eade, Edith M., Nesquehoning
 Evans, Lucy H., Dushore
 Fairclough, Helen, Pittston
 Flaherty, Winifred M., Bloomsburg
 Foley, Mrs. Myrtle P., Kulpmont
 Ford, Elizabeth M., Nanticoke
 Fritz, Martha Y., Bloomsburg
 Geisinger, Beatrice, Millville
 Gergen, Lucy, Shamokin
 Gower, Marian A., Ashley
 Gregart, Minnie, Plymouth
 Grey, Dorothy H., Scranton
 Griffiths, Margaret E., Plymouth
 Gross, Gertrude S., Wilkes-Barre
 Hale, Marian, Wilkes-Barre
 Harman, Marian S., Bloomsburg
 Harris, Vivian, Taylor
 Hennigan, Mary M., Old Forge
 Henry, Ellen C., Jermyn
 Herriots, Bessie, Wilkes-Barre
 Hildebrand, Gertrude M., Scranton
 Hill, LaVerne, Nanticoke
 Hollander, Sara L., Old Forge
 Holovich, Helen, Shamokin
 Hortman, Irene, Berwick
 Houser, Geneva, Eckley
 Hutchings, Orpha L., Pittston
 Jenkins, Ruth D., Wilkes-Barre
 Jennings, Anna E., Wilkes-Barre
 Jones, Elsie E., Plymouth
 Jones, Margaret, West Pittston
 Jones, Margaret L., Wilkes-Barre
 Jury, Kathryn H., Bloomsburg
 Keen, Maude O., Clarks Summit
 Kellagher, Florence, Locust Gap
 Kelly, Bernetta M., Scranton
 Kerstetter, Leona M., Shamokin
 Lacoe, Jean D., Scranton
 Lawrence, Emily M., Plymouth
 Lawson, Martha, Shenandoah
 Lumbert, Alice, Forest City
 McGovern, Vera, Plains
 McMennimen, Kathryn R., Wilkes-Barre
 Marchetti, Violet, Kulpmont
 Martin, Clara E., Hazleton
 Martin, Margaret, Hazleton
 Meenehan, Jane, Shamokin
 Mensinger, Ruth E., Mifflinville
 Millen, Laura, Ashley
 Miller, Grace, Mifflinville
 Mittleman, Ida, Scranton
 Morgan, Sara E., Gilberton
 Murray, Florence E., Wilkes-Barre
 Nahadil, Ada, Duryea
 Nasatka, Martha, Shamokin
 Nash, Helen J., Kingston
 O'Donnell, Loretta M., Eckley
 O'Rourke, Mae R., Pittston
 Owens, Ruth, Scranton
 Peters, Minnie A., Wapwallopen
 Price, Kathryn M., Scranton
 Price, Margaret R., Glen Lyon
 Probert, Mary B., Mt. Carmel
 Rees, Bronwen F., Kingston
 Richards, Gladys A., Bloomsburg
 Roberts, Abbye, Plymouth
 Roberts, Ruth, St. Nicholas
 Rohland, Regis M., Old Forge
 Ruggles, Frances E., Pikes Creek
 Saricks, Elizabeth F., Freeland
 Schraeder, Celia H., Glen Lyon
 Smith, Miriam E., Benton
 Sneddon, Margaret M., Shenandoah
 Sokoloski, Elizabeth, Shamokin
 Stalford, Ruth A., Dushore
 Stellmach, Florence, Shamokin
 Stroh, Elizabeth E., Kingston
 Troxell, Grace, Winfield
 Wagner, Anna, Carbondale

LIST OF STUDENTS—Continued

Walker, Reva G., Susquehanna
Walp, Harriet E., Berwick
Walper, Ruth E., Hazleton
Williams, Deborah A., Taylor
Williams, Ruth M., Hazleton

Wilson, Genevieve M., Taylor
Wilson, Gertrude, Bloomsburg
Wilson, Katherine E., Hartleton
Woodring, Margaret M., Hazleton
Zarzycki, Frances, Glen Lyon

GROUP II

Barklie, Lucy, Luzerne
Bradley, Mary V., Muncy Valley
Breslin, Mary A., Shenandoah
Bucher, Pauline, Wilburton
Carr, Florence, Sugar Notch
Carr, Josephine, Freeland
Chivers, Muriel L., Peckville
Citro, Alphonsus M., Freeland
Coffman, William C., Bloomsburg
Curwood, Mary H., Shickshinny
Davenport, Frances, Shickshinny
Davis, Melba, Wilkes-Barre
Davis, Verna E., Scranton
Dietrick, Laura, Espy
Donahue, Joseph J., Lost Creek
Donegan, Kathryn, Nesquehoning
Doty, Pauline, Benton
Driscoll, Dean, Dushore
Evans, Alma, Kingston
Evans, Iona, Truckville
Eyerly, Margaret M., Espy
Fay, Margaret M., Kingston
Fisher, Martha A., Sunbury
Fite, Grace, Benton
Fleming, Margaret I., Kingston
Flynn, Margaret I., Plymouth
Fultz, James William, Hazleton
Gallagher, Mary L., Audenreid
Gaughan, Julia M., Centralia
Goldsmith, Estella, Dallas
Golightly, Mrs. Hannah, Milton
Greener, Sallie B., Shenandoah
Grim, Esther M., Tower City
Harris, Edith C., Wilkes-Barre
Hart, Maryan E., Berwick
Hartzelle, Helen E., Catawissa
Hassler, Pauline N., Wilkes-Barre
Herbert, Martha E., Mt. Carmel
Herring, Dorothy J., Orangeville
Hess, Marion E., Shickshinny
Hiedix, Marie A., Kingston
Hoffa, Eleanor C., Benton
Hoover, Martha A., Old Forge
Howell, Helen, Danville
Hurlbert, Thelma, Espy
Jackson, Mary F., Avoca
Johnson, Marion, Old Forge
Jones, Florence E., Kingston
Jones, Florence M., Sugar Notch
Jones, Jennie P., Kingston

Karns, Marie M., Benton
Karns, Mildred, Benton
Kasnitz, Geneva, Berwick
Keen, Jessie E., Glen Lyon
Keller, Mrs. Madge, Noxen
Kelly, Essie, Honesdale
Kemp, Anna M., Drums
Kushma, Michael, Drifton
Lannon, Mary C., Hazleton
Leister, Arlie C., Dalmatia
Levan, Mary R., Parsons
Lindemuth, Mabel A., Zion Grove
Lizdas, Anna N., Hunlock Creek
Loeb, Mabel, West Pittston
Long, Cora E., Dalmatia
Ludwig, Alice R., Bloomsburg
Lynn, Anna G., Edwardsville
McAndrew, Kathryn, Shenandoah
McCarthy, Marie, Parsons
McCullough, Miriam K., Hazleton
McDonald, Elizabeth, Gilberton
McDonnell, Marie C., Centralia
McNelis, Catherine M., East Plymouth
Maher, Loretta, Plymouth
Maroney, Elizabeth M., Mifflinville
Marvin, Elizabeth, Hunlock Creek
Mather, Lyle E., Berwick
Mensch, Jeannette, Catawissa
Michael, Bessie M., Berwick
Morgan, Gladys M., Kingston
Morgan, Mildred M., Scranton
Murphy, Mildred, Pottsville
Nelson, Velma L., Starrucca
Newman, Esther F., Avoca
Olver, Helen E., Honesdale
O'Donnell, Anthony, Lost Creek
O'Malley, Frances R., Scranton
Park, Emily A., Dunmore
Parrish, Mae J., Wyoming
Phebey, Ellen T., Wilkes-Barre
Polaneczky, Nicholas, Freeland
Price, Margaret E., Ashland
Price, Martha A., Forest City
Radel, Pearl, Sunbury
Rentz, Mildred L., Hazleton
Rhinar, Harriet E., Berwick
Rice, Nadine Helen, Trucksville
Rinker, Katherine L., Bloomsburg
Roushey, Martha E., Dallas
Rowland, Rosemary E., Connerton

LIST OF STUDENTS—Continued

Ruggles, Alice, Pikes Creek
 Ryan, Florence A., Plymouth
 Schaeffer, Sarah B., Mifflinburg
 Schoch, Helen, Noxen
 Schott, Geneva E., Hazleton
 Seybert, Alma, Light Street
 Shain, Leone M., Sunbury
 Sheats, Bruce B., Lewisburg
 Shipman, Kathryn L., Montoursville
 Shovlin, Katherine, Freeland
 Sick, Pearl, Mehoopany
 Sieber, Elizabeth M., Scranton
 Sieger, Katherine B., Mahanoy City
 Sims, Julia H., Wilkes-Barre
 Snead, Frances K., Buffalo, N. Y.
 Spangenberg, Wilhelmina, Scranton
 Stamm, John F., Catawissa
 Stead, Alice E., Dickson
 Stecker, Gladys R., Bloomsburg
 Sterner, James H., Bloomsburg
 Stevens, Ruth N., Bloomsburg
 Swartwood, Alberta, Ashley

Thomas, Elsie, Plymouth
 Thomas, Mary Ann, Plymouth
 Thomson, Adele, Johnstown
 Titus, Helen L., Tunkhannock
 Tobin, Kathryn M., Mt. Carmel
 Vitale, Lillian R., Pittston
 Wagner, Lillian R., Bloomsburg
 Wasenda, Effie M., Alden Station
 Waters, Evelyn, Kingston
 Watkins, Lily E., Kingston
 Weber, Grace Alma, Buffalo, N. Y.
 Welsko, Thomas E., Freeland
 Welsko, Veronica, Freeland
 Whalen, Mary Esther, Shenandoah
 Wharmby, Myrtle, Plymouth
 Williams, Harriet M., Bloomsburg
 Williams, Mary, Wilkes-Barre
 Wolfe, Mildred G., New Berlin
 Woodsworth, Lora, Askam
 Yost, Elizabeth, Benton
 Zerbe, Mildred, Shamokin

GROUP III

Burns, Joseph, Ranshaw
 Daniels, Elmer J. Honesdale
 Derrick, J. Raymond, Unityville
 Farley, Earl T., Lewisburg

Peifer, Elizabeth M., Danville
 Schwall, Joseph, Wilkes-Barre
 Stackhouse, Mary Alice, Bloomsburg

GROUP IV

Beaver, Bessie M., Numidia
 Connelly, Marie V., Sunbury
 Fought, Benjamin George, Millville
 Geary, Anna R., Danville
 Hess, Rhoda D., Jamison City
 Laubach, Joseph B., Benton
 Maher, William F., Hop Bottom
 Patterson, Jason S., Bloomsburg

Poust, Pearl E., Orangeville
 Ruckle, Arlene A., Bloomsburg
 Rupert, Ellen E., Avoca
 Shiffer, Marie, New Berlin
 Smith, Daniel E., Drums
 Teple, Nettie M., Catawissa
 Troy, Carson H., Mifflinville
 Welliver, Helen I., Bloomsburg

Middlers

GROUP III

Amstadt, Madeline, Berwick
 Barrow, Samuel W., Ringtown
 Bennett, Leland M., Plains
 Beshel, Anthony A., Trevorton
 Brooks, Elizabeth M., Milton
 Clark, Beatrice Mae, Wilkes-Barre
 Clemens, Franklin J., Berwick
 Cooper, Gilbert, Glen Lyon
 Culver, Gretchen, Wilkes-Barre
 Dickinson, Helen D., Wyoming
 Dugan, Joseph L., Lost Creek
 Emmitt, Margaret, Danville, R. D.
 Erickson, Mary, Scranton
 Fetch, Mary Ann, Wyoming
 Fetch, Suzanne, Wyoming
 Haring, Roy, Nescopeck
 Harlos, Grace E., Kingston
 Harris, Edison, Edwardsville

Haupt, Chester, Trevorton
 Hidlay, Audrey, Berwick
 Jameison, Everett N., Scranton
 Jenkins, Arthur, Wanamie
 Johns, Gordon P., Shamokin, R. D.
 Jones, James W., Wilkes-Barre
 Kazlucky, Joe, Glen Lyon
 Keen, Theodore, Glen Lyon
 Kellam, Helen R., Sterling
 Kester, Lillian Mae, Freeland
 Kester, Loretta W., Freeland
 Kleckner, Joe, Berwick
 Kushma, Michael, Drifton
 Lloyd, Esther, Starrucca
 Marshall, J. Norman, Kingston
 Matos, Frank J., Forest City
 Miller, Mura, Pittston
 Najaka, Andrew, Glen Lyon

LIST OF STUDENTS—Continued

Oliver, Samuel A., Ashley
 Poyck, Edythe M., Wilkes-Barre
 Proper, Chloe, Dalton
 Reinbold, Marion J., Ringtown
 Robbins, Evelyn G., Bloomsburg
 Robbins, Grace D., Bloomsburg
 Roeder, Christine B., Catawissa
 Sack, George, Glen Lyon
 Schultz, Florence B., Millville
 Smith, Delmar, Berwick.
 Stevens, Laura, Bloomsburg
 Thomas, Ruth, Pittston

Turner, Archibald, Nanticoke
 VanZandt, Millicent A., Waverly, N. Y.
 Waters, Deborah, Catawissa
 Welliver, William C., Berwick
 Wertman, Raymond, Lime Ridge
 Whitenight, Jennie, Bloomsburg
 Williams, Isabel, West Pittston
 Wintersteen, Inez A., Mifflinville
 Yoder, Mary Alice, Berwick
 Zeck, Louis, Alden Station
 Zimolzak, Chester, Glen Lyon

Juniors
 GROUP I

Aul, Geraldine, Espy
 Beckley, Claire, Nanticoke
 Besteder, Irene, Trucksville
 Bevan, Mary, Hazleton
 Bisset, Bertha, Bloomsburg
 Bonham, Mae, Berwick
 Boyer, Kathryn, Danville
 Brotherton, Edna, Kingston
 Budd, Alice M., Beach Lake
 Butler, Margaret E., Northumberland
 Campbell, Margaret, Moosic
 Carver, Ruth, Nanticoke
 Cauley, Frances, Hazleton
 Collins, Ruth, Nanticoke
 Corman, Alma, Rebersburg
 Coyne, Sara V., Pittston
 Custer, Gertrude D., Lancaster
 Daniels, Helen L., Taylor
 Davey, Marjorie I., Honesdale
 Davies, Emily, Nanticoke
 Decker, Marion, New Albany
 Deebel, Charlotte K., Hazleton
 Deitrick, Mildred A., Williamsport
 Dominick, Clementine, Parsons
 Dugan, Mae, Wilkes-Barre
 Eroh, Lois I., Mifflinville
 Evans, Eleanor, Wilkes-Barre
 Fester, Frances, Berwick
 Flynn, Stella I., Pittston
 Frantz, Arlene H., Dallas
 Fritz, Clorea, Bloomsburg
 Gavey, Josephine, Glen Lyon
 Gearhart, Pearle, Danville
 Gill, Ruth, Olyphant
 Guffrovitch, Irene, Nanticoke
 Hartman, Elizabeth, Bloomsburg
 Haupt, Evelyn A., Frackville
 Haupt, Ruth P., Frackville
 Hiday, Louise, Bloomsburg
 Hutton, Emily R., Bloomsburg
 Isaac, Margaret, Hazleton
 Johnson, Mildred, Avoca
 Jones, Letha Mae, Noxen

Kehler, Helen J., Locust Dale
 Keller, Elizabeth, Orangeville
 Killian, Margaret, Pittston
 Kimble, Josie M., Clark's Green
 Kitchen, Thalia E., Catawissa
 Lambert, Margaret, Elysburg
 Laude, Ruth B., Mountain Top
 Lee, Isabel, Spring Mills
 Lenahan, Anna, Ashland
 Lenahan, Margaret, Sugar Notch
 Lutz, Hannah, M., Mifflinville
 McHugh, Katherine, Glen Lyon
 McLaughlin, Margaret, Hazleton
 Madden, Anna, Pittston
 Mainwaring, Eleanor Parsons
 Major, Mabel, Tunkhannock
 Mann, Laura, Hazleton
 Martin, Amelia F., Duryea
 Miller, Beatrice I., Bloomsburg
 Miller, Doretta, Berwick
 Moore, Eva Ella, Danville
 Morgan, Anne R., Kingston
 Morgan, Charlotte D., Kingston
 Morgan, Margaret, Kingston
 Morris, Edith, Wanamie
 Munroe, Kathryn E., Hazleton
 Naylor, Thelma, Kingston
 O'Brien, Margaret T., Parsons
 Ohl, Cora C., Bloomsburg
 Ohlman, Elizabeth G., Wilkes-Barre
 Pitt, Vivian C., Lattimer Mines
 Pursel, Helen, Danville
 Rasmus, Stephina, Glen Lyon
 Rees, La Verne, Nanticoke
 Roberts, Mary J., Parsons
 Roberts, Mary Lee, Bloomsburg
 Roche, Barbara, Ashley
 Sanderson, Helen, Honesdale
 Savidge, Jeannette, Mifflinville
 Scanlon, Margaret, Weatherly
 Sechrist, Lois C., Bloomsburg
 Selecky, Dolores E., Glen Lyon
 Shovlin, Florence, Freeland

LIST OF STUDENTS—Continued

Sickler, Edna, Wyoming	VanScoy, Lolita, Alderson
Smith, Margaret, Hazleton	Warntz, Miriam, Berwick
Stapinski, Helen, Glen Lyon	Watts, Olive H., Millersburg
Straub, Miriam, Espy	Whitehouse, Ellen, Wilkes-Barre
Sutliff, Bertha, Trucksville	Young, Ruth N., Wyoming
Thomas, Elizabeth A., Kingston	Zelinski, Sophia, Glen Lyon
Thompson, Louise J., Peckville	Zimmerman, Evelyn J., Ringtown
Troy, Dorothy, Sugar Loaf	

GROUP II

Adamson, Anna T., St. Nicholas	Hepler, Hannah E., Shamokin
Allen, Ruth, Jermyn	Hess, Lois, Benton
Ashton, Antonia, Plymouth	Higgins, Mildred, Dallas
Baer, Letha M., Shickshinny	Hilbert, Fannie H., Kingston
Baker, Ethel D., Milton	Hochberg, Mary, Hazleton
Blaine, Laura, Berwick	Holcombe, Alice E., Dushore
Bomboy, Evelyn I., Bloomsburg	Hoover, Mary Helen, Duryea
Bomboy, Mary E., Bloomsburg	Huffard, Elizabeth, Danville
Brogan, Margaret E., Scranton	Kane, Joseph, Wilkes-Barre
Burlingame, Eva, Almedia	Kanyuck, John, Nanticoke
Button, Elizabeth G., Springville	Kaufman, Lucille, Hazleton
Caffrey, Mary, Sugar Notch	Kelley, Genevieve F., Pittston
Cantwell, Helen, East Plymouth	Kelly, Mildred E., Montoursville
Carle, Audrey L., Trucksville	Kraft, Margaret A., West Hazleton
Carpenter, Marion S., Wilkes-Barre	Krauser, Anna, Nanticoke
Coburn, Margaret, Hazleton	Kuchta, Mary, Alderson
Colley, Hope M., Scranton	Laubach, Marion, Berwick
Conner, Frances E., Orangeville	Lesser, Louise F., Freeland
Conville, Evelyn V., Mt. Carmel	Lewis, Ruth, Bloomsburg
Coolbaugh, Lawrence, Trucksville	Lipsky, Emma B., Glen Lyon
Coursen, James, Plymouth	Lorah, Louneta, Pittston
Davies, Mabel, Glen Lyon	Maher, Mary P., Hop Bottom
Derrick, Norman, Unityville	Martin, Mary G., Jermyn
Drumm, Kathryn, Bloomsburg	Mathews, Margaret, Sugar Notch
Dunn, Helen Louise, White Haven	Medo, Rose, Glen Lyon
Evans, Kathryn R., Wilkes-Barre	Meixell, Ruth E., Wapwallopen
Evans, Margaret L., Forty Fort	Melick, Lena M., Bloomsburg
Fisher, Frances, Dallas	Miller, Anna E., Mifflinville
Force, Ruth, Benton	Morgan, Alice M., Kingston
Friedberg, Florence, Berwick	Morgan, Gilbert, Old Forge
Friedley, C. Ella, Benton	Morrett, Emily, Luzerne
Friedman, Dorothy L., Luzerne	Myles, Agnes, Kingston
Fry, Harriet F., Shamokin	Newman, Dorothy E., Danville
Fuller, Thelma M., Glen Lyon	Odell, Grace L., Falls
Gable, Mae E., Tower City	Odell, Helen, Falls
Galganovicz, Magdalene, Hazleton	Patrick, Margaret, Elizabethville
Gallagher, Mary A., Plymouth	Penman, Mary G., Wilkes-Barre
Gogolach, Anna, Plymouth	Phillips, Margaret, Wanamie
Goulden, Helen, Wilkes-Barre	Plotkin, Ruby A., West Hazleton
Graham, Hazel K., Peckville	Podsiadlik, Sophie, Peely
Grier, Mary H., Pittston	Pongonis, Margaret, Sugar Notch
Grossman, Bessie, Hazleton	Powell, Gertrude, Mountain Top
Hagenbuch, Pearl E., Bloomsburg	Prutzman, Elgie V., Luzerne
Harkins, Mary Ellen, Harleigh	Rees, Florence, Peckville
Hausch, Mildred, Laketon	Reese, Margaret, Mt. Carmel
Headman, Aletha, Dallas	Richards, Margaret H., Berwick
Henry, Lucille P., Wilkes-Barre	Richards, Ruth E., Huntington Mills

LIST OF STUDENTS—Continued

Robbins, Elsa, Millville	Sweet, Arlene, Clarks Summit
Roderick, Eleanor J., Wilkes-Barre	Tedesco, Josephine D., Old Forge
Rowlands, John T., Parsons	Thomas, Marvin, Wilkes-Barre
Russell, Jeanette, Hazleton	Titel, Arlene, Bloomsburg
Schelbert, Marian E., Newfoundland	Tregaskis, Louise, Parsons
Schrope, Millie I., Tower City	Treibley, Elizabeth, Snyderstown
Scott, Anna Jean, Kingston	Trimble, Jessica C., Kingston
Scovell, Carrie I., Shawanese	Vail, Grace E., Jermyn
Shiber, Viola, Wilkes-Barre	Walsh, William, Old Forge
Silverman, Frances, Bloomsburg	Ward, Alice V., Danville
Siskin, Sarah, Shenandoah	Ward, Isabel, Bloomsburg
Souder, Leora V., Nescopeck	Womelsdorf, Fae W., Wanamie
Spare, Helen May, Wilkes-Barre	Yeggle, Claire, Shiloh, N. J.
Stoker, William E., Wanamie	Zeveney, Stanley, Plymouth
Strine, Catherine A., Milton	Zielinski, Laura, Nanticoke
Sult, Ruth S., Berwick	Zimmerman, Jessie B., Berwick
Sweeney, Mary Agnes, Plymouth	

GROUP III

Alimenti, Louis, Old Forge	Kistler, Fred, Bloomsburg
Anskis, Victor, Glen Lyon	Lanshe, Paul A., Allentown
Austin, William Archie, Dallas	Lloyd Eva L., Thompson
Banghart, Lee W., Berwick	Miller, Benjamin Y., Catawissa
Best, Paul J., Berwick	Petekofsky, Julia, Scranton
Bittenbender, James, Lime Ridge	Ramble, Audrey, Greentown
Carpenter, Celia L., Thompson	Reilly, John J., Bloomsburg
Cooper, Elizabeth, Scranton.	Rierner, Grier, Bloomsburg
Fahringer, Blanche, Catawissa	Rierner, Hugo, Bloomsburg
Fitzpatrick, Gerald, Trevorton	Roan, William Bernard, Espy
Foote, Paul C., Bloomsburg	Savage, Mary, Stillwater
Fowler, Ethel A., Berwick	Setzer, Ruth K., Moscow
Fowler, Herman E., Espy	Shuman, Harold, Mainville
Fowler, Mark, Espy	Stackhouse, Helen P., Bloomsburg
Hammonds, Dorothy, Kingston	Sternner, John D., Mechanicsburg
Harris, Evelyn, Berwick	Strauser, Creveling, Bloomsburg
Harris, Philip, Bloomsburg	Sweppenhiser, Nellie, Berwick
Herring, Blanche E., Scranton	Swinehart, William T., Trevorton
Isaacs, Mary, Scranton	Trembley, Myrtle, Bloomsburg
Ivey, Doyle W., Bloomsburg	VanBuskirk, Nicholas, Wilkes-Barre
Janell, George, Lowell, Mass.	Yozviak, Michael, Wilkes-Barre

GROUP IV

Bloss, Marvin M., Wapwallopen	Rhinard, Irene, Stillwater
Hagenbuch, Ray, Bloomsburg	Smith, Hazel, Shickshinny
Harris, B. Martha, Bloomsburg	Steinert, Ida, Sunbury
Hippenstiel, Miriam Orangeville	Stephens, Helen O., Mooresburg
Ikeler, Beryl, Bloomsburg	Stiner, Cleota, Orangeville
Ikeler, Helen C., Bloomsburg	Troy, Roy F., Nuremberg
Jones, William B., Plainsville	Zehner, Marjorie, Sugar Loaf
Keating, Theresa, Overton	Zettle, Margaret E., Berwick
Opiary, John, Upper Lehigh	

SUMMER SESSION, 1924

Adamiak, Helen, Shamokin	Aumiller, Gladys, Laurelton
Amos, Gladys M., Plymouth	Aunkst, Mary E., Turbotville
Appleman, Mertel C., Danville, R. D.	Aurand, Ella J., Globe Mills

LIST OF STUDENTS—Continued

Backinger, Beulah K., Bloomsburg	Carroll, Blanche, Dushore
Baer, Vera L., Shickshinny	Castetter, Mildred I., Shamokin
Baker, Gertrude, Bloomsburg	Cease, Musetta P., Humlock Creek
Bangs, Guy, Rohrsburg	Chapin, Esther G., Stillwater
Baylor, Grace E., Montandon	Cheslock, Leon F., Shamokin
Beagle, Martha P., Jerseytown	Citro, Alphonsus M., Freeland
Beaver, Doretta, Nescopeck	Clarke, Catherine, Parsons
Beaver, Hurley G., Catawissa	Coleman, Ida, Honesdale
Beaver, Mildred A., Vicksburg	Connaghan, Miriam, Mt. Carmel
Beaver, Thelma C., Lewisburg	Connelly, Marie, Sunbury
Belefski, Clara, Glen Lyon	Connor, Madaline, Wilkes-Barre
Bergan, Kathryn C., Centralia	Contini, Mary C., Freeland
Bennett, Marian, Jerseytown	Conville, Catherine, Mt. Carmel
Benscoter, Beula, Nanticoke	Conway, Mabel J., Danville
Berry, Edith, Wilburton	Cope, Marietta, Shickshinny
Bevan, Edith, Hazleton	Cordick, Hilda, Wilkes-Barre
Bevan, Margaret, Plymouth	Corrigan, Anna, Plymouth
Bielski, Anna I., Shamokin	Cosgrove, Elizabeth E., Plymouth
Billeg, Elizabeth, Numidia	Cosgrove, Helen, Plymouth
Birch, Frank, Bloomsburg	Cotner, Paul M., Turbotville
Bissell, Ida L., Hiawatha	Cotterman, Agnes P., Town Hill
Bitting, Ernest, Ringtown	Coyne, Margaret M., Shamokin
Blue, Viola E., Milton	Coxe, Catherine, Scranton
Bonci, Cecelia, Murray	Coxe, Marion, Scranton
Bonner, Susie E., Raven Run	Craig, Emma L., Lattimer Mines
Bondura, David G., Shamokin	Crist, Elva T., Shamokin
Booth, Marian, Broadway	Cromis, Belya M., Turbotville
Bordell, Mary R., Locust Gap	Crone, Mamie C., Shamokin
Border, Herman E., Millville	Crossin, Mary, Nesquehoning
Brader, Ellen, Plains	Culbertson, Mary, Shamokin
Bradley, Mary V., Muncy Valley	Culp, Christina F., Paxinos
Brannon, Loraine, Plains	Culp, Ruth Isabel, Plymouth
Brazill, Teresa, Parsons	Culton, Gladys B., Shamokin
Breece, Frank, Millville	Cunfer, M. Evaline, Drums
Brennan, Celestine, Parsons	Darstein, Nellie E., Shamokin
Brennan, Mary, Shamokin	Davall, Minnie, Lakewood
Brittain, Luella, Wilkes-Barre	Davenport, Elizabeth, Berwick
Brobst, Catherine, Nuremberg	Davis, Dorothy M., Zion Grove
Broschious, F. Joseph, Excelsior	Davis, Ethel M., Zion Grove
Brown, Margaret V., Plainsville	Davis, Ethel R., Jamison City
Brown, Marie B., Starrucca	Davis, E. Robethan, Locust Dale
Brown, Marjorie, Pittston	Davis, Helen M., Zions Grove
Buck, Myron, Sonestown	Dean, Kathryn, Shamokin
Bullock, Ella R., White Haven	Dennin, Hanna M., Exchange
Burgess, Lillian, Wyoming	Derr, Alma, Bloomsburg
Burger, Mary, Danville	Derr, Jay C., Rohrsburg
Burke, Edmund, Parsons	Derrick, J. Raymond, Unityville
Burke, Mary, Plymouth	Devers Marie, Hazleton
Burke, Nora, Plains	Dewald, Roy W., Turbotville
Burrell, Bertlette, Bear Gap	Diehl, Edith M., Northumberland
Cairl, Marie, Plymouth	Diehl, Isabell, Pottsgrove
Campbell, Beatrice, Kulpmont	Dodson, Mary L., Benton
Campbell, Martha, Mt. Carmel	Dohl, Karl W., Cambria
Campbell, Mary T., Shamokin	Donelan, Stella, Locust Gap
Carl, Beatrice M., Danville	Donahoe, Joseph, Lost Creek
Carr, Florence, Wanamie	Dormer, Elizabeth, Shamokin
Carr, Josephine, Freeland	Dormer, Kathleen, Shamokin

LIST OF STUDENTS—Continued

Doty, Pauline, Benton
Dougherty, Margaret, Centralia
Dougherty, Mary, Hazleton
Dowd, Mary, Bloomsburg
Downing, Freas, Cambra
Driscoll, Dean, Dushore
Dunn, Hazel, Dushore
Dwyer, Mary A., Plymouth
Edwards, Arline L., Locust Gap
Edwards, Mary E., Jermy
Ehret, Dorothy I., Mt. Carmel
Ellsworth, Merle L., Meshoppen
Erdman, Elma V., Millersburg
Evans, Anna I., Wilkes-Barre
Evans, Iona, Bloomsburg
Eves, Loren L., Millville
Eves, Samuel R., Millville
Eyer, Maus N., Millville
Faatz, Mildred, Forest City
Fahringer, Elizabeth, Elysburg
Fahringer, Helen M., Danville
Fahringer, H. Clair, Catawissa
Farley, Fenton H., Lewisburg
Feissner, Hilda, Eckley
Fenstermacher, Maude M., Catawissa
Fester, Frances, Berwick
Fetterman, Hannah M., Catawissa
Fetterman, Verna, Sunbury
Fischer, Ruth E., Jerseytown
Fisher, Ruth C., Shumans
Flaherty, Thomas A., Wilkes-Barre
Foley, Mrs. Myrtle P., Kulpmont
Forsythe, Mary C., Lewistown
Foster, Mary H., Honesdale
Fowler, Elizabeth, Berwick
Fowler, Miriam, Pottsgrove
Freas, Ira E., Millville
Freas, Mary S., Berwick
Friday, Emma, Aristes
Fritz, Charles, Jamison City
Fultz, James William, Hazleton
Gallen, Virginia M., Bloomsburg
Galvin, William F., Wilkes-Barre
Gamber, Florence M., Duncannon
Geary, Anna R., Danville
Gemberling, Dorothy G., Northumberland
George, Phelma D., Brandonville
George, Mrs. Rachel Pearce, Bloomsburg
Gergen, Lucy, Shamokin
Gillespie, Sarah C., Drifton
Glenmon, Patrick J., Ashley
Gold, Florence N., Turbotville
Goldsmith, Estella, Dallas
Greener, Sallie B., Shenandoah
Golightly, Hanna D., Lewisburg
Greenly, Beryl I., Jerseytown
Gregory, Opal R., Dallas
Grimes, Joseph, Bloomsburg
Haas, Catherine I., Sunbury
Haffey, Mae N., Centralia
Hague, Alice, Parsons
Hampton, Mary M., Aristes
Harper, Ellen E., Nescopeck
Harris, Gertrude, Shamokin
Harris, C. Sarah, Wyoming
Harrison, Frederick, Huntington Mills
Harter, Vesta C., Mocanaqua
Hartman, Frank, Orangeville
Hartman, William C., Rohrsburg
Hartwigson, Arline, Ashley
Hauze, Mary A., Sugar Loaf
Haverty, Kathryn A., Mt. Carmel
Heess, Frances E., Laporte
Heimbach, Laura A., Lewisburg
Heiss, Raymond, Mifflinville
Henry, Eleanore A., Summit Hill
Hepner, Iva Marie, Herndon
Herring, Dorothy J., Orangeville
Herriots, Bessie, Wilkes-Barre
Hess, Rhoda D., Jamison City
Hilkert, Florence M., Milton
Hoagland, Mrs. Catherine, Mifflinville
Hoff, Hazel E., Elysburg
Hoffman, Eva E., Elysburg
Hoffman, Helen M., Sunbury
Holovich, Helen, Shamokin
Hoover, Mary E., Bloomsburg
Hopwood, Martha, Shamokin
Horan, Loretta, Centralia
Horan, Margaret, Centralia
Horn, Auber W., Hazleton
Hortman, Irene, Berwick
Hostrander, Virginia, Waterville
Houser, Geneva W., Eckley
Hughes, Margaret J., Parsons
Hughes, Nellie M., Catawissa
Hunt, Mildred, Starlight
Jackson, Mary F., Avoca
Jaffin, Anna, Berwick
Jamison, Milan F., Mifflinburg
Janoka, Anna C., Keiser
Jenkins, Ruth D., Wilkes-Barre
Jennings, Anne E., Wilkes-Barre
Jobborn, Julia A., Berwick
Johns, Gordon P., Shamokin
Johnson, Marian K., Sunbury
Johnson, Renzy D., Millville
Johnston, Grace E., Wilkes-Barre
Jones, Alice, Wanamie
Jones, Dorothy, Mt. Carmel
Joyce, Mary, Raven Run
Jumbelic, Leo, Ranshaw
Kane, Anna V., Shenandoah
Kane, Joseph, Wilkes-Barre

LIST OF STUDENTS—Continued

Karns, Mildred, Stillwater
 Karschner, William B., Millville
 Kealy, Anna, Mt. Carmel
 Keefer, A. Eltheda, Benton
 Keefer, Viola, Catawissa
 Keiter, Sara E., Millersburg
 Kellagher, Florence, Locust Gap
 Keller, Mrs. Madge V., Tunkhannock
 Keller, Rhea J., Dallas
 Kelly, Alice, Overton
 Kelly, Bernetta, Scranton
 Kelly, Essie, Honesdale
 Kelly, Helen A., Bloomsburg
 Kelly, Margaret, Shamokin
 Kemp, Anna M., Drums
 Kerstetter, Elda L., Shamokin
 Kerstetter, Leona M., Shamokin
 Kerstetter, Mary M., Shamokin
 Kester, Lillian M., Freeland
 Kester, Loretta, Freeland
 Kiley, Regina, Mt. Carmel
 King, Alice M., Audenreid
 Kline, Bruce E., Berwick
 Kline, Esther C., Trevorton
 Klischer, Martha D., Wilburton
 Kobel, Kathryn E., Shamokin
 Koch, Elizabeth, West Pittston
 Kostenbauder, Margaret Mary
 Kotanchick, Michael, Ranshaw
 Kowalski, Jennie, Mocanaqua
 Kreamer, Edwin M., Jerseytown
 Kushma, Michael S., Drifton
 Kushner, Veronica, Eckley
 Laubach, Evelyn F., Berwick
 Laubach, Marjorie L., Berwick
 Laughlin, Helen E., Centralia
 Lawson, James W., Shenandoah
 Lawton, Josephine E., Millville
 Lee, Pauline H., Orangeville
 Lees, Jean Mc., Excelsior
 Leiby, Mary H., Elysburg
 Leitzel, Emory E., Herndon
 Lenker, Sara E., Dalmatia
 Lewis, Lavina, Wyoming
 Lindenmuth, Cloycie A., Mifflinburg
 Linker, Mrs. Bertha, Danville
 Lipsky, Emma, Glen Lyon
 Llewellyn, Gordon, Parsons
 Llewellyn, Harold J., Parsons
 Loeb, Mabel E., West Pittston
 Logue, Genevieve, Plymouth
 Lohr, Emma R., Mifflinburg
 Long, Max E., Bloomsburg
 Luce, Margarette, Meshoppen
 Lundquist, Nellie, Shickshinny
 Lyons, Gilbert, Turbotville
 McAndrew, Kathryn E., Shenandoah
 McCormick, Mary, Shamokin
 McDermott, Thomas D., Jessup
 McDonald, Elizabeth, Gilberton
 McEneaney, Catherine, New Albany
 McGovern, Vera, Plains
 McLaughlin, Kathryn, Parsons
 McManus, Regina, Hudson
 McNelis, Anna, Plymouth
 Madrak, Mary, Duryea
 Maher, Marcella, Hop Bottom
 Maher, Margaret, Hop Bottom
 Maher, William F., Hop Bottom
 Malinowski, Theresa, Plymouth
 Manning, Weldon Larue, Millville
 Marlino, Anna, Parsons
 Marshall, Genevieve, Overton
 Martz, Hannah E., Crowl
 Matthews, Charles T., Plymouth
 Maust, Mary Margaret, Danville
 Meenehan, Jane, Shamokin
 Mench, Pauline S., Mifflinburg
 Menges, S. Lee, Turbotville
 Mensch, Jeannette A., Catawissa
 Mensinger, Neta, Zion Grove
 Mercer, Robert, Bloomsburg
 Merrill, Lois, Northumberland
 Meyer, Margaret, Cortez
 Millen, Laura, Ashley
 Miller, Anna E., Mifflinville
 Miller, Charles F., Bloomsburg
 Miller, Doris E., Bloomsburg
 Miller, Eliza K., Pottstown
 Miller, Evelyn Thelma, Wilkes-Barre
 Miller, Marguerite R., Sugar Run
 Miller, Nola Florence, Mifflinville
 Mills, Bernice, McEwensville
 Mohan, Stella, Centralia
 Monahan, Mary M., Centralia
 Mordan, Howard T., Millville
 Mordan, Maynard F., Millville
 Morgan, Sara, Plymouth
 Morgan, Sarah E., Gilberton
 Morris, Helen C., Wilkes-Barre
 Moss, Betsey A., Broadway
 Moss, Helen M., Plymouth
 Moyer, Hulda H., Northumberland
 Mull, John A., Jerseytown
 Mulligan, Margaret, Nesquehoning
 Mumford, Marian H., Starrucca
 Murray, Mary Jane, Shamokin
 Musselman, Wilbur B., Berwick
 Myers, Amy V., Allenwood
 Nasatka, Martha, Shamokin
 Nash, Florence, Kingston
 Naugle, Anna M., Hunlock Creek
 Neild, Lillian, Tunnel, N. Y.
 Newman, Dorothy E., Danville

LIST OF STUDENTS—Continued

Noone, Jennie K., Lost Creek	Schaeffer, Cora E., Berwick
O'Brien, Mary M., Parsons	Schaeffer, Sarah B., Mifflinburg
O'Connor, Margaret M., Centralia	Schell, Wilbur S., Turbotville
O'Donnell, Anthony, Lost Creek	Schilling, Douglas S., Catawissa
O'Donnell, Loretta, Eckley	Schoch, Helen, Noxen
Olmstead, Catherine A., Northumberland	Schultz, Marie H., Shamokin
Olshesky, Helen, Mt. Carmel	Scott, Ruth E., Wilkes-Barre
O'Neill, Agnes Kathryn, Bernice	Sees, Helen, Strawberry Ridge
O'Neill, Margaret C., Shamokin	Seitz, Sara, Danville
Owens, Ruth, Scranton	Sensenbach, Florence, White Haven
Pankowski, Johanna C., Eckley	Shaner, Hazel E., Millville
Parker, Maude L., Millville	Sheats, Bruce B., Lewisburg
Perry, Anna E., Ashley	Shoemaker, Edna B., Millville
Partridge, Dorothy E., Trevorton	Shook, Stella M., Noxen
Partridge, Margaret M., Trevorton	Shultz, Emily S., Shickshinny
Patton, Clara E., Noxen	Shultz, Margaret C., DuBois
Patton, Helen, Plymouth	Sickler, Gwendoline, Noxen
Paul, Verna Marie, Shamokin	Sidler, Susan, Danville
Paviscak, Joseph, Wilkes-Barre	Sims, Julia, Wilkes-Barre
Pearce, Lloyd F., Altoona	Singley, Alice, Nuremberg
Peifer, Alyce M., Danville	Sitler, Mary, Orangeville
Pennington, Letha, Orangeville	Smith, Elsie A., Shickshinny
Perry, Vesta, Sugar Run	Smith, Ida, Pittston
Peterman, Grace, Jamison City	Smith, Thomas W., Dallas
Peters, Minnie A., Wapwallopen	Snead, Frances, Buffalo, N. Y.
Petrilla, Pauline, Hazle Brook	Snook, Beulah M., Winfield
Pinamonti, Mary, Mt. Carmel	Snyder, Martha M., Ringtown
Pipa, Elizabeth, Keiser	Sober, Anabel, Bloomsburg
Pliechfske, Eva, Ashland	Sober, Ruth, Bloomsburg
Pongonis, Margaret C., Sugar Notch	Sodon, Clara E., Parsons
Pretko, Frances R., Peely	Sooy, Frances V., Bloomsburg
Price, Martha A., Forest City	Spencer, Bernice L., Trucksville
Pritchard, Gladys, Parsons	Spitzner, Mary L., Harleigh
Probert, Mary Beatrice, Mt. Carmel	Stamm, Elbert L., Mifflinburg
Pursel, Edna M., Winfield	Steiner, Mrs. May H., Nanticoke
Quick, Viola, Fairmount Springs	Stellmach, Florence A., Shamokin
Quinn, Theresa M., Mildred	Sterner, John D., Mechanicsburg
Rarig, Effie L., Bloomsburg	Steward, Mary, Shamokin
Reedy, Helen E., Danville	Stout, Ethel, Shickshinny
Rees, Irene Ruth, Wilkes-Barre	Stover, Irene M., Bellefonte
Reilly, Elizabeth A., East Plymouth	Sulouff, Dillie, Northumberland
Reisenweaver, Berdine, Drums	Sweeney, Mary A., Dushore
Reiss, Eleanor S., Wilkes-Barre	Sweppenhiser, Ario P., Catawissa
Reynolds, Mary C., Parsons	Swortwood, Alberta, Ashley
Rhoads, Mae Ella, Milton	Taylor, Mildred R., Jermyn
Richards, Arleen E., Alderson	Tempest, Mathilda, Sheppton
Ridall, Mabel G., Shickshinny	Thomas, Alma, Wilkes-Barre
Riemer, Grier, Bloomsburg	Thomas, Marietta, Shickshinny
Riemer, Hugo, Bloomsburg	Thomas, Norton, Espy
Riemer, Karl, Bloomsburg	Timbrell, Anna C., Berwick
Robbins, Alice M., Shickshinny	Timko, John B., Eckley
Robbins, Dorothea M., Milton	Timoney, Anthony F., Freeland
Roberts, Hazel I., Shickshinny	Titus, Helen, Tunkhannock
Ross, Lottie, Sunbury	Tobin, Kathryn M., Mt. Carmel
Rowan, Marcella, Parsons	Toreson, Mary A., Harwood Mines
Rowe, Alice M., Ashley	Trivelpiece, Jennie, Berwick
Rowlands, Hopkin T., Parsons	Tubbs, Mrs. Clara, Bloomsburg

LIST OF STUDENTS—Continued

Vance, Effie M., Orangeville
 Van Horn, Patti, Orangeville
 Vaughn, Mary S., Berwick
 Wagner, Anna J., Pottsgrove
 Wagner, Ben B., Hazleton
 Walakonis, Michael, Ringtown
 Wall, Verna M., Falls
 Walsh, Helen E., Dushore
 Walsh, James T., Parsons
 Walter, Anna S., Catawissa
 Waltman, Helen, Binghamton, N. Y.
 Ward, Alice, Danville
 Wardan, Lenora C., Kingston
 Warning, Helen E., Hazleton
 Wasenda, Effie M., Alden Station
 Watkins, Lily E., Kingston
 Watson, R. Gertrude, Northumberland
 Watts, Dorothy, Bloomsburg
 Watts, John H., Millville
 Weaver, Ethel M., Pittston
 Weiser, Opal, Elysburg
 Welsko, Veronica, Freeland
 Wenner, Gertrude L., Stillwater
 Werntz, Cyril, Shamokin
 Wertz, Mabel G., Danville
 Whalen, Catherine, Lost Creek
 Whitmire, Mahlon K., Berwick
 Whyatt, Caroline A., Bloomsburg
 Widger, Margery G., Nanticoke
 Wilcox, Marjorie, Zion Grove
 Wilhour, Lena M., Herndon
 Williams, Alice S., Ashley
 Williams, Cora E., Mt. Carmel
 Williams, Ruth M., Hazleton
 Williamson, Mary N., West Pittston
 Winters, Marian F., Center Moreland
 Witmer, Elsie M., Dalmatia
 Wolf, Bernice J., Wilkes-Barre
 Wolfe, Rachel E. J., Lewisburg
 Wolfgang, Katie V., Liverpool
 Wonsavage, Praxedes C., Wilkes-Barre
 Wright, Elinora C., Mildred
 Wyorski, Stepha, Mocanaqua
 Yankee, Selma E., Evers Grove
 Yaskell, Stacy, Wilkes-Barre
 Yeager, Anna B., Berwick
 Yeager, Flossie, Roaring Creek
 Yocum, Harold A., Shamokin
 Young, Catherine R., New Columbia
 Zacher, Hazel M., Hazleton
 Zarzycki, Frances, Glen Lyon
 Zerbe, Mildred I., Shamokin

EXTENSION, 1924-1925

Adamcheck, Helen, Wilkes-Barre
 Amos, Gladys M., Plymouth
 Anderson, Margaret, Plymouth
 Androszewski, Sr., M. Gratian,
 Wilkes-Barre
 Andrulewicz, Sr., M. Severin,
 Wilkes-Barre
 Angley, Ethel E., Kingston
 Aregood, Loretta, Wilkes-Barre
 Barszezewska, Sr., M. Celine,
 Wilkes-Barre
 Bartol, Charles, Ranshaw
 Bassler, Laura, Parsons
 Bastian, Gilbert, Wilkes-Barre
 Belch, Elizabeth, Parsons
 Bendick, Anna, Kingston
 Bergan, Kathryn C., Centralia
 Bielski, Anna I., Shamokin
 Bittenbender, Catherine, Locust Gap
 Black, Marjorie, Wilkes-Barre
 Blase, Frederick I., Locust Gap
 Bloom, Emma F., Mocanaqua
 Blusious, Anna, Shamokin
 Bohn, Peter J., Wilkes-Barre
 Bondura, David G., Shamokin
 Boney, John Leo, Plymouth
 Bookontis, Genevieve, Wilkes-Barre
 Bordell, Mary R., Locust Gap
 Borowich, Helen, Kingston
 Boyle, Clare M., Ashley
 Brannan, Loraine, Plains
 Brazill, Teresa, Parsons
 Brecker, Dorothy, Locust Gap
 Brennan, Mary M., Shamokin
 Brislin, Kathleen, Warrior Run
 Brislin, Martin J., Wilkes-Barre
 Brislin, Mary C., Peely
 Brislin, Nellie, Ashley
 Brittain, Luella, Wilkes-Barre
 Broschious, Joseph, Excelsior
 Brown, Kathryn, Shamokin
 Brown, Margaret V., Laffin
 Brown, Nellie J., Laffin
 Bruskey, Florence D., Shamokin
 Bryant, Anne, Luzerne
 Buckalew, Lillian B., Bloomsburg
 Burke, Nora, Plains
 Burrell, Bertlette L., Bear Gap
 Butkas, Celia D., Edwardsville
 Cahalan, Marie A., Kingston
 Cairl, Marie, Plymouth
 Callahan, Agnes, Ashley
 Callahan, Ann, Ashley
 Campbell, Beatrice, Kulpmont
 Campbell, Martha C., Mt. Carmel
 Cannon, Catherine, Locust Gap
 Carlin, E. Anna, Sugar Notch
 Cashmareck, Helen, Shamokin

LIST OF STUDENTS—Continued

Checknosky, Agnes R., Wilkes-Barre
 Cheslock, Leon F., Shamokin
 Chlopek, Sr., Carolina, Wilkes-Barre
 Clark, Catharine, Parsons
 Conbeer, George, Shamokin
 Conboy, Catherine, Parsons
 Concannon, Eleanor, Shamokin
 Concannon, Ellen, Shamokin
 Conlon, Helen M., Parsons
 Connaghan, Miriam, Mt. Carmel
 Connor, Madeline, Wilkes-Barre
 Conville, Catherine, Mt. Carmel
 Cooley, Mary Silpah, W. Pittston
 Cosgrove, Helen R., Plymouth
 Coyne, Margaret M., Shamokin
 Cramer, Ralph A., Shamokin
 Crone, C. Estelle, Shamokin
 Crone, Mamie C., Shamokin
 Culbertson, Mary, Shamokin
 Dane, Andrew, Shamokin
 Davitt, Veronica R., Plains
 Dean, Kathryn, Shamokin
 Dean, Mary M., Wilkes-Barre
 DeHaven, Ralph, Wilkes-Barre
 Delaney, Elizabeth, Alden
 Demsky, Mary C., Plymouth
 Deorocka, Sr. M. Rita, Wilkes-Barre
 Derr, William, Excelsior
 Derwin, Margaret, Plymouth
 Devaney, Sadie A., Plains
 Dillon, James A., Pittston
 Ditchfield, Esther, Shamokin
 Dixon, Alma G., Parsons
 Dixon, Jess G., Wilkes-Barre
 Dohl, Karl W., Wilkes-Barre
 Dolan, Mary C., Wilkes-Barre
 Donlan, Loretto, Locust Gap
 Dooley, Cecelia, Mt. Carmel
 Dooley, Mary E., Mt. Carmel
 Dormer, Elizabeth, Shamokin
 Dougherty, Margaret, Centralia
 Dougherty, Mary, Ashley
 Doyle, Elizabeth C., Mt. Carmel
 Duddy, Teresa C., Plains
 Durkin, Anna M., Parsons
 Durkin, Ida A., Parsons
 Dzwileski, Louis A., Glen Lyon
 Evans, Iona, Trucksville
 Evans, Lewis R., Shamokin
 Farrell, Margaret, Kulpmont
 Faughnan, Margaret, Locust Gap
 Fenner, Helen M., Ashley
 Fitzpatrick, Margaret, Ashley
 Fitzgerald, Nora, Shamokin
 Flaherty, Thomas A., Wilkes-Barre
 Flannery, Alice, Lafin
 Flynn, Anne E., Wilkes-Barre
 Flynn, Edward P., Parsons
 Flynn, Harriet R., Pittston
 Foley, Mrs. Myrtle P., Kulpmont
 Foy, Frances, Parsons
 Foy, Sadie A., Parsons
 Friday, Emma J., Aristes
 Furman, Clara F., Bloomsburg
 Gabriel, Leonard, Shamokin
 Galvin, William F., Wilkes-Barre
 Gaughan, Margaret, Ashley
 Gaughan, Nora, Sugar Notch
 Gildea, Mary C., Ashley
 Gilligan, Loretto C., Ashley
 Gorski, Helen D., Parsons
 Gregart, Minnie, Plymouth
 Grigart, John, Plymouth
 Haffey, Mae M., Centralia
 Hague, Alice, Parsons
 Hampton, Mary, Aristes
 Harkins, Celia, Sugar Notch
 Harris, Gertrude, Shamokin
 Harter, Vesta C., Mocanaqua
 Hartwigson, Arline, Ashley
 Harvey, Mrs. Mary, Locust Gap
 Haverty, Kathryn A., Mt. Carmel
 Hayes, Thelma, Wilkes-Barre
 Healy, Marie, Parsons
 Hefferman, Carmel, Kingston
 Helfrick, Florence, Wilkes-Barre
 Henrie, Hazel J., Bloomsburg
 Herriots, Bessie, Wilkes-Barre
 Hidlay, Ruth, Bloomsburg
 Horan, Loretta C., Centralia
 Horosko, Sr. Redempta, Wilkes-Barre
 Hughes, Margaret J., Parsons
 Jacobs, Jennie, Miners Mills
 Jadamec, Sr. Boniface, Wilkes-Barre
 Janoka, Anna C., Keiser
 Jarzenbowicz, Josephine, Sugar Notch
 Javorsky, Sr. M., Genevieve,
 Wilkes-Barre
 Jenkins, Marie, Plains
 Jennings, Alice, Glen Lyon
 Jodzis, Sr. M., Florian, Wilkes-Barre
 Johnston, Grace E., Wilkes-Barre
 Jones, Ada, Parsons
 Jones, Dorothy W., Mt. Carmel
 Jones, William J., Kingston
 Kapinos, Sr. M. Alcanotra,
 Wilkes-Barre
 Kealy, Anna, Mt. Carmel
 Keating, Mary F., Plymouth
 Keller, Mrs. Madge V., Tunkhannock
 Kelley, George A., Wilkes-Barre
 Kelly, Catherine, Parsons
 Kelly, Margaret, Shamokin
 Kerstetter, Mary M., Shamokin

LIST OF STUDENTS—Continued

- Kiley, Regina, Mt. Carmel
 Killgore, Marjorie, Wilkes-Barre
 Klimczak, Sr. M. Theophila,
 Wilkes-Barre
 Klischer, Martha D., Wilburton
 Kowalkowska, Sr. M. Claudia,
 Wilkes-Barre
 Kowalska, Sr. M. Blanche, Wilkes-Barre
 Kowalska, Sr. M. Sebastian, Wilkes-
 Barre
 Kowalski, Jennie, Mocanaqua
 Kozik, Theodora, Parsons
 Kreschock, John B., Plains
 Kruszynska, Sr. M. Sylvia, Wilkes-
 Barre
 Kuffa, Marie Kathryn, Mt. Carmel
 Kulick, Margaret, Mt. Carmel
 Kunkel, Florence H., Shamokin
 Kurotowicz, Sr. Berchman, Wilkes-
 Barre
 Lauer, Ray, Shamokin
 Laughlin, Helen, Centralia
 Lavendowski, Sr. Concelia, Wilkes-Barre
 Lavin, Dorothy, Luzerne
 Legus, Anna, Wilkes-Barre
 Lenahan, Cecelia, Ashley
 Lenahan, Veronica, Wilkes-Barre
 Leskusky, Sr. M. Raymond, Wilkes-
 Barre
 Lewandosky, Sr. M. Concelia,
 Wilkes-Barre
 Lewis, Victor E., Kingston
 Llewellyn, Gordon, Parsons
 Lloyd, Jane, Peely
 Long, Andrew C., Shamokin
 Loughran, Elizabeth, Parsons
 Luce, George D., Noxen
 Lynch, Anna G., Plymouth
 Lyons, Helen, Wilkes-Barre
 Lyons, Teresa, Ashley
 Lysakowska, Sr. M. Philomena,
 Wilkes-Barre
 McCann, Helen, Plymouth
 McCarrick, Mary, Ashley
 McCarthy, Mary E., Nanticoke
 McCormick, Mary, Shamokin
 McDonnell, Teresa, Locust Gap
 McEnany, Anna, Pittston
 McGeehan, Kathryn, Kingston
 McGinty, Margaret, Wilkes-Barre
 McGraw, Raymond, Ashley
 McGuire, Bessie, Inkerman
 McHale, Mary, Parsons
 McHugh, Joseph A., Wilkes-Barre
 McManus, Regina, Hudson
 McNelis, Grace D., Glen Lyon
 Maciaszek, Sr. Honorata, Wilkes-Barre
 Maguire, Geraldine, Parsons
 Maher, Loretta, Plymouth
 Marchetti, Violet, Kulpmont
 Markey, Elizabeth M., Wilkes-Barre
 Marlino, Anna C., Parsons
 Martin, Anna J., Pittston
 Martin, Cherry, Wilkes-Barre
 Matthews, Charles T., Plymouth
 Mattis, George, Shamokin
 Mausteller, Mrs. Annie S., Bloomsburg
 Maxfield, Leon A., Wilkes-Barre
 Meighan, Gertrude, Wilkes-Barre
 Millen, Laura, Ashley
 Miller, Thelma E., Wilkes-Barre
 Mohan, Stella, Centralia
 Momley, Otto, Shamokin
 Monahan, Mary M., Centralia
 Monahan, Nora A., Wilkes-Barre
 Monaghan, Margaret, Ashley
 Moran, John J., Plains
 Moran, Patrick A., Hudson
 Morgan, Sara, Plymouth
 Morris, Helen C., Kingston
 Moss, Helen M., Plymouth
 Moyer, Bess I., Ashley
 Moyer, Mabel, Bloomsburg
 Murmillo, Sr. Simplicita, Wilkes-Barre
 Murphy, Mary, Shamokin
 Murray, Mrs. H. Fannie, Peely
 Muszynska, Sr. M. Electa, Wilkes-Barre
 Newbury, Elery, Shamokin
 Noonan, John E., Plymouth
 Noonan, Nora M., Plymouth
 Norton, Regina, Plymouth
 Noyle, Marguerite, Wilkes-Barre
 O'Brien, Mary M., Miners Mills
 O'Connell, Margaret, Ashley
 O'Connor, Catherine, Locust Gap
 O'Connor, Margaret M., Centralia
 O'Donnell, Anna B., Sugar Notch
 O'Donnell, James V., Wilkes-Barre
 Olshefski, Anna, Alden Station
 Omlor, Madeline, Locust Gap
 O'Neil, Margaret, Shamokin
 Owens, Thomas E., Wilkes-Barre
 Pepson, Edith, Ashley
 Parry, Anna E., Ashley
 Paul, Verna M., Shamokin
 Paulonis, Sr. M. Chesla, Wilkes-Barre
 Pavlischak, Joseph, Miners Mills
 Pawel, Sr. M. Cyrilla, Wilkes-Barre
 Peek, Victor, Ranshaw
 Perginsky, Rose, Strong
 Petscavage, Julia, Kingston
 Pipa, Elizabeth, Keiser
 Pivovarska, Sr. M. Valentine, Wilkes-
 Barre

LIST OF STUDENTS—Continued

Plechefske, Eva, Ashland
Pretko, Frances R., Peely
Ramp, Earl, Shamokin
Reese, Ethel, Wilkes-Barre
Reilly, Elizabeth A., Plymouth
Reynolds, Mary C., Plains
Rish, Sr. M. Olimpia, Wilkes-Barre
Robbins, Louise, Bloomsburg
Roughton, Norman, Excelsior
Rowan, Margaret A., Parsons
Rowan, Marcella M., Luzerne
Rowe, Alice, Ashley
Ruddy, Mary E., Wilkes-Barre
Rupert, Violetta, Aristes
Ryan, Anna T., Excelsior
Ryan, Mary, Shamokin
Sapiega, Sr. M. Beatrice, Wilkes-Barre
Schultz, Marie H., Shamokin
Sebastian, Mary, Locust Gap
Sienkiewicz, Sr. Evarist, Wilkes-Barre
Sincavage, Nellie, Sugar Notch
Skorupska, Sr. M. Dionysia, Wilkes-Barre
Smith, Netta, Kulpmont
Sokoloski, Elizabeth, Shamokin
Spare, Isabelle M., Kingston
Stec, Sr. M. Nepomucene, Wilkes-Barre
Steiner, E. Carolyn, Shamokin
Straub, Mary E., Bloomsburg
Strenkoski, Aloysius, Shamokin
Stutzman, Blanche, Mt. Carmel
Suckus, Catherine, Wilkes-Barre
Suckus, Cecilia, Wilkes-Barre
Sweeney, Mary E., Peely
Swift, Russell, Shamokin
Tempest, Ruth L., Shenandoah
Templeton, Myrlynn LeRoy, Wilkes-Barre
Teresinski, Sr. M. Philippina, Wilkes-Barre
Thresten, Margaret C., Plymouth
Tobin, Alice, Plymouth
Tobin, Kathryn, Mt. Carmel
Toole, Magdalen F., Wilkes-Barre
Totos, Sr. M. Beata, Wilkes-Barre
Vanderslice, Helen M., Bloomsburg
VanFossen, Elizabeth, Wanamie
Wallace, Sarah M., Parsons
Walters, Janet C., Plymouth
Wasileskie, John, Shamokin
Weaver, Hannelta, Alderson
Weber, Christine, Wilkes-Barre
Webster, Emma, Mt. Carmel
Wegrzyn, Sr. M. Blondine, Wilkes-Barre
Weir, Elizabeth A., Strong
Welker, Irene, Shamokin
Werntz, Cyril E., Shamokin
Whiteman, E. Ruth, Wilkes-Barre
Whyatt, Caroline A., Plymouth
Wicks, Ruth Luena, Pittston
Widger, Margery, Nanticoke
Wilkes, Helen, Plymouth
Williams, Alice, Ashley
Williams, Cora E., Mt. Carmel
Williams, Katherine, Wilkes-Barre
Williamson, Nancy Mary, W. Pittston
Wilson, Dora B., Moscow
Witaszkowna, Sr. M. Johanna, Wilkes-Barre
Wivell, Gertrude, Wilkes-Barre
Wonsavage, Praxedas, Wilkes-Barre
Woods, Mary, Locust Gap
Woodworth, Cordelia, Askam
Yanick, Anna, Shamokin
Yaskell, Stacy, Wilkes-Barre
Yeromin, Sr. M. Leona, Wilkes-Barre
Yezorski, Daniel, Shamokin
Yocum, Harold, Shamokin
Zardecka, Sr. M. Borgia, Wilkes-Barre
Zebrowska, Sr. M. Berard, Wilkes-Barre
Zigmund, Mary, Sugar Notch

ENROLLMENT BY COUNTIES

Summer Session, 1924

Blair	1
Bradford	4
Carbon	4
Center	1
Clearfield	1
Columbia	115
Cumberland	1
Dauphin	2
Lackawanna	8
Luzerne	159
Lycoming	2
Mifflin	1
Montgomery	1
Montour	17
Northumberland	109
Perry	2
Schuylkill	24
Snyder	2
Sullivan	13
Susquehanna	6
Union	18
Wayne	10
Wyoming	10
New York State	3
Total	514

PENNSYLVANIA COUNTIES REPRESENTED**Regular School Year, 1924-1925**

Bradford	4
Cambria	1
Carbon	3
Columbia	257
Cumberland	1
Centre	2
Dauphin	2
Lackawanna	66
Lancaster	1
Lehigh	1
Luzerne	264
Lycoming	5
Montour	10
Northumberland	30
Pike	1
Schuylkill	32
Snyder	1
Sullivan	5
Susquehanna	8
Union	10
Wayne	11
Wyoming	6
Massachusetts	1
New Jersey	1
New York	3
Total	<u>726</u>

Extension Courses, 1924-1925

Columbia	22
Luzerne	236
Northumberland	96
Schuylkill	1
Wyoming	2
Total	<u>357</u>

TOTAL ENROLLMENT BY COUNTIES AND STATES

Summer Session, Regular School Year, Extension Courses

Blair	1
Bradford	8
Cambria	1
Carbon	7
Center	3
Clearfield	1
Columbia	394
Cumberland	2
Dauphin	4
Lackawanna	74
Lancaster	1
Lehigh	1
Luzerne	659
Lycoming	7
Mifflin	1
Montgomery	1
Montour	27
Northumberland	235
Perry	2
Pike	1
Schuylkill	57
Snyder	3
Sullivan	18
Susquehanna	14
Union	28
Wayne	21
Wyoming	18
Massachusetts	1
New Jersey	1
New York	6
Total	<u>1597</u>

SUMMARY OF ENROLLMENT

Summer Session, 1924	514
Regular School Year, 1924-25	726
Extension Courses, 1924-25	357
Total	<u>1597</u>

Preliminary Enrollment

(This blank properly filled out together with \$10.00 for room reservation should be mailed to Bloomsburg State Normal School, Bloomsburg, Pa.)

Name -----
Last name first

Address -----
Number and Street

Post Office County

Date of Birth -----
Month Day Year

Will you enter in September, February or June? -----

Shall we reserve a room in the dormitory? -----

What high school did you attend? -----

How many years did you attend? -----

Did you graduate? ----- When? -----

Is this your first enrollment in this school? -----

What church do you prefer to attend? -----

Number of years of experience in teaching -----

What certificate do you hold? -----

What certificate do you intend working for? -----

A room will not be reserved unless we receive \$10.00 registration fee from an applicant. In case a student decides to withdraw a room reservation and will notify us not later than a week before the opening of school, the \$10.00 fee will be returned.

Students not living at their own homes are required to live in the school dormitories, except by special arrangement, made in accordance with conditions established by the Board of Trustees. The Principal will make known these conditions on request.

Testimony

Witness, please state your name and residence, and the date of your deposition.

Name of Witness _____

Residence _____

Date of Deposition _____

Before me, the undersigned authority, on this day personally appeared _____

known to me to be the person whose name is subscribed to the foregoing

testimony, and acknowledged to me that he executed the same for the purposes and

contents therein expressed.

Given under my hand and seal of office this _____ day of _____

19____.

Notary Public in and for the State of _____

My commission expires this _____ day of _____, 19____.

Subscribed and sworn to before me this _____ day of _____, 19____.

Notary Public in and for the State of _____

My commission expires this _____ day of _____, 19____.

Subscribed and sworn to before me this _____ day of _____, 19____.

Notary Public in and for the State of _____

My commission expires this _____ day of _____, 19____.

Subscribed and sworn to before me this _____ day of _____, 19____.

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Subscribed and sworn to before me this _____ day of _____, 19____.

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My commission expires this _____ day of _____, 19____.

Subscribed and sworn to before me this _____ day of _____, 19____.

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Subscribed and sworn to before me this _____ day of _____, 19____.

Notary Public in and for the State of _____

My commission expires this _____ day of _____, 19____.

Subscribed and sworn to before me this _____ day of _____, 19____.

Notary Public in and for the State of _____

My commission expires this _____ day of _____, 19____.

Subscribed and sworn to before me this _____ day of _____, 19____.

Notary Public in and for the State of _____

My commission expires this _____ day of _____, 19____.

